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ABSTRACT

This curriculum guide to United States Government and Advanced Placement American Government and Politics in Fort Worth schools includes the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands which define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

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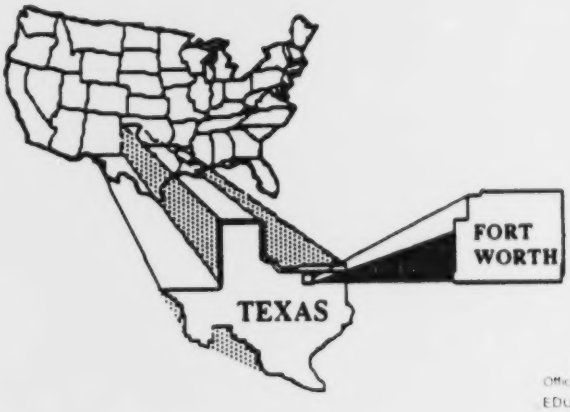
UNITED STATES GOVERNMENT

United States Government I
AP American Government and Politics I



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FORT WORTH

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FORT WORTH, TEXAS
1989

SO 030 470

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Dr. Don R. Roberts ..... Superintendent of Schools

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Instructional Services

Ms. Jo Ann Houston ..... Assistant Superintendent
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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

"The challenge... is to prepare all students to participate in further education and to become productive employees..."

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1990

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

"...this document includes a statement of philosophy and broad goals... objectives...scope and sequence... instructional planning guides which include teaching activities... [and] sample units..."

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

To The Teacher:

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, and strategies which integrate content and cognition.

Teachers and staff have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or course, prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types,** and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies,** annotated lists of school and community **resources, reading lists,** and other supplementary materials.

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1990

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

To ensure broad-based participation in the development of this document, curriculum writing teams were composed of teachers representing a cross section of the Fort Worth Independent School District. In addition, various curriculum components were validated through sampling procedures involving the entire district. This document, therefore, is the result of the efforts and collaboration of many teachers and administrators.

The Social Studies Department gratefully acknowledges the contributions of persons who served on curriculum writing committees as well as those who participated in the validation process. Members of the curriculum writing committees are as follows:

Authors

Leann Adams, Paschal HS
Vicki Andrews, Rosemont MS
Suzanne Barton, Paschal HS
Sammie L. Benton, East. Hills HS
Patsy Berry, Ridglea Hills ES
Shirley J. Burley, D. Hill-Jarvis HS
Ann Carrasco, Kirkpatrick MS
Sylvia Cedillo, Elder MS
Ann L. Cotton, Wyatt HS
Carolyn Creel, Mastery Lrng. Spec.
Melayne Daniel, Green ES
Shirley Daniel, Hubbard ES
Mary Dederichs, South Hills ES
Martha Diaz, Howell ES
Hazel Dorsey, South Fort Worth ES
Sybil Echols, Paschal HS
Evyonne Eddins, Rosemont MS
Stephanie Enos, Polytechnic HS
Terri Estes, Helbing ES
Mary Finlayson, Keystone Wrtg. Spec.
Elizabeth Gonzales, Wash. Hghts. ES
Virginia Graham, Green ES
Marjorie Haney, Monnig MS
Brenda Harris, Meadowbrook MS
Lynn Hartman, Stripling MS
Doris Henderson, Paschal HS
Roberta Holliday, Westcreek ES
Sue Hollingsworth, Burton Hill ES
Ann Hoover, North Side HS
Gloria Horton, North Side HS
Marjorie Hughes, Glen Park ES
Henry Earl Johnson, Handley MS
Joyce Howard Johnson, Stripling MS
Renee Karriem, Mid. Lvl. Lrng. Ctr.
Sara Kimble, James MS
Danny Lamb, North Side HS
Aretha Livingston, V. Zandt-Guinn ES
Gene Mahurin, Western Hills ES
Phyllis Mandell, Como Montessori
Bill Mann, Mastery Learning Specialist
Ruby McEwing, Logan ES
Kris McIntosh, Southwest HS
Evelyn Meeks, Coord. Morningside Pre IB
Gwen Merritt, Como ES
Robert Metcalf, Eastern Hills HS
Leon Mitchell, Eastern Hills HS
Marjorie Moritz, Paschal HS
Norma Muldrew, Dunbar MS
Nancy Murray, Arlington Heights HS
Pam Nelson, Southwest HS
Millie Newsome, Wedgwood MS
James Norman, Carter-Riverside HS
Mary Jane Onnen, Como Montessori
Marjory Philp, Paschal HS
Donna Pressly, Eastern Hills HS
Benny Reynolds, McLean MS
Wilma Rhodes, Dillow ES
Mary Roberson, Eastern Hills ES
Dorothy Robinson, Mitchell Blvd. ES
Judith Rodriguez, Dunbar MS

ACKNOWLEDGMENTS continued

Authors

Erma Roesch, Polytechnic HS
Howard Rosario, Denver Avenue ES
Verma Russell, Logan ES
Charlotte Sassman, Benbrook ES
Ronald Schultze, Rosemont MS
Shirley M. Schuster, Arl. Hghts. HS
Kay Shambaugh, Keystone Writing Spec.
Beth Sims, Waverly Park ES
Tom Strother, Western Hills HS
Nancy Stroup, Ridg. Hls./Tanglewood ES
Kathleen Thompson, Meacham MS
Paul Thompson, Meacham MS
Pamela Tyler, Elder MS
Pam Walker, Como Montessori
Ruth Weidner, Burton Hill ES
Maria Wells, Morningside MS
Alison White, Ridglea Hills ES
Lillie Williams, Como ES
Phyllis Wright, Arlington Hghts. HS
Jhani Wright-Williams, Paschal HS

Sy Karlin, Program Director
Social Studies

SOCIAL STUDIES EDUCATION
GRADES PK-12

> *We can chart our future clearly and wisely only when we know the path which has led to the present.*
>
> --Adlai Stevenson (1952)

PHILOSOPHY

The social studies program assumes responsibility for some of the major purposes of education: recognizing the diversity of cultural heritage and improving our society through the preparation of students for responsible citizenship. This means that the program must produce individuals who possess a working knowledge of the economic, geographic, cultural, political, and social factors that make up the human ecosystem. Students must also understand, experience, and gain appreciation for the principles of democracy, rule of law, fair play, the work ethic, and civic responsibility. Without a conscious effort to teach and learn these things, a free republic can not endure. Thus, a priority for the social studies program is to ensure the survival of the United States as a free nation through the development of enlightened democratic citizens. Social studies education is, therefore, centrally concerned with the teaching of citizenship and government.

Enlightened citizens have a knowledge of their past. Such knowledge informs and builds on the strengths of the past and avoids the repetition of its errors. Social studies education, then, is concerned with history. An emphasis on the chronology of history does not negate a thematic approach to the other social sciences but builds upon the interrelationships existing among the disciplines.

Social studies education is likewise concerned with geography. It begins with place awareness and knowledge of physical characteristics and leads to awareness of the decision-making process in relation to the environment. Responsible citizenship presumes an ability to participate effectively at local, state, national, and international levels. Social studies education must prepare students for informed economic decision making based on the ability to analyze the operations, benefits, and limitations of our free enterprise system. Finally, recognizing the multi-ethnic population of our society leads to an awareness of our cultural diversity. Shared cultural knowledge is important because it is basic to an understanding of our pluralistic society.

PHILOSOPHY continued

Students must be able to understand and function in an ever changing, complex world of interdependence. They must be prepared to work effectively, aesthetically, and ethically toward the resolution of human problems. This ability depends on the nurturing of favorable attitudes and a general and widespread proficiency in basic intellectual as well as participatory skills. Social studies education, therefore, is concerned with multi-cultural studies, critical thinking and decision-making skills, and integrating these skills into the total program.

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning instruction in social studies which is targeted toward local goals and objectives as well as to the Texas Education Agency essential elements. This document is not designed to be restrictive; rather, it should assist teachers in making instructional decisions which will result in the mastery of objectives by all students.

This guide has been prepared to serve the social studies program in the following ways:

- Improve curriculum, instructional planning, and decision making
- Provide criteria for the selection of textbooks, supplemental instructional materials, and assessments
- Communicate curriculum content to educators and the community
- Provide instructional strategies for PK-12 articulation

SOCIAL STUDIES EDUCATION
GOALS

The student will:

1. **Recognize** the past, present, and future consequences and/or implications of geography, history, economics, politics, and other social science disciplines on humankind.

2. **Demonstrate** an understanding that people and the environment are interrelated.

3. **Demonstrate** a global awareness and understanding of world-wide interdependence.

4. **Demonstrate** an awareness, appreciation, and acceptance of cultural diversity.

5. **Demonstrate** an awareness and basic understanding of social problems, concerns, and issues.

6. **Demonstrate** an understanding of and support for the democratic process.

7. **Assume** economic, civic, and cultural responsibilities.

8. **Apply** problem-solving techniques to real-life situations.

9. **Demonstrate** effective communication skills in order to function in a global society.

10. **Integrate** and apply concepts from various social science disciplines.

Social Studies
UNITED STATES GOVERNMENT IA
OBJECTIVES

THE LEARNER WILL:	ESS. ELEMENTS		TEAMS*
	CONTENT	A/V/S**	
A. Strand 1 Foundations of the United States Political System			
1. Analyze the political ideas that are the foundations of the U. S. system of government	1A,B,D	1A-D	
2. Explain the similarities and differences between U. S. political institutions, processes, and values with those of other major systems	1C		
3. Summarize the development and the chief functions of the major political parties in the United States	1E,4B	1B,C, 2B-G, 2J,3E	
4. Identify the purposes and impact of major political documents on the lives, rights, and responsibilities of individuals in the United States	1F	2B-E,G, H	R1,8 R10
B. Strand 2 Development of the United States Governmental System			
1. Distinguish the impact of the U. S. Constitution and Declaration of Independence on U. S. economic and political philosophy	2A	2A,3B	R10
2. Illustrate the effect the individual can achieve in modifying the United States governmental system through the study of significant individuals	2B	2B-E,G, H	
3. Analyze specific Supreme Court decisions and explain how the due process of law protects individual rights in the United States	2C,D	1B,2A, D-F	W6 R4,5
C. Strand 3 Structures and Functions of the United States Governmental System			
1. Compare and contrast the roles of the branches of government in the federal checks and balance system	3A,B E,G	1A,B, 2A,B,D,	R6
2. Identify the positions of leadership in each branch of government at the federal, state, and local levels	3B	2A	R1 W4

*R--Reading
W--Writing
**Attitudes, Values, and Skills

THE LEARNER WILL:	ESS. ELEMENTS		TEAMS
	CONTENT	A/V/S	
3. Examine how spending decisions are made and tax programs are structured at each level of government	3C	3A,E,F, I,J	
4. Interpret the powers and responsibilities of each branch of government in the Federal System	3D	2A	
D. Strand 4 Participation and Decision Making in Civic Affairs			
1. Distinguish the factors that influence an individual's political beliefs and behavior	4A	1B,C 2B,E	R9
2. Categorize the roles of minor parties and special interest groups in the political decision-making process	4C	1B,C	R6
3. Support the concept that good citizenship in the United States is related to the Constitutional system of laws and not to the interpretations of individual leaders	4D	2A	

U. S. Government IA
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
A. STRAND 1 Although Strand 1 may be taught at any time, Objective 1 should be taught first as an introduction to the strand.	*American Government*, Allyn
* 1. Analyze the political ideas that are the foundations of the U. S. system of government. (1A-D)	Chapter 1 pp. 3-23 2 27-51 18 519-526
* 3. Summarize the development and the chief functions of the major political parties in the United States. (1B, C, E; 2B-G, J; 3E, 4B) It is imperative that the teacher introduce the functions of political parties early in the course in order to develop a basis for the role of political parties in U. S. government.	Chapter 7 pp. 179-192, 195-201 8 225 "The Log Cabin Campaign" 9 231-248 11 303 "The Off-Year Elections" 305-309 13 356 "Decision Making" 14 387 "Party Platforms...Like Jell-O?" 390 "Working on Political Campaigns" 15 418-420 Copies of political party platforms Guest speakers (county chairman or precinct chairman) from local political parties
D. STRAND 4 Objective 13 is sequential in that it should be addressed in the same time frame as Objective 3; however, it is non-sequential in its relationship to other objectives in Strand 4.	
2. Categorize the roles of minor parties and special interest groups in the political decision-making process. (1B, C; 4C)	Chapter 7 pp. 192-195 Collect examples of information from local PAC (Political Action Committee) groups.
C. STRAND 3 The objectives in Strand 3 should be taught sequentially as listed.	
* 1. Compare and contrast the roles of the branches of government in the federal checks and balances system. (1A, B,; 2A, B, D, E, G; 3A, B)	Chapter 4 pp. 71-78, 80-91 5 97-111, 123-125 6 128-173 See page 159. 11 292-309 12 313-337 13 304-342, 350-361 14 367-395 15 403-409, 411-425 16 430-464 17 475-488, 493-502, 504-507 18 514-519, 521-533 Current newspaper and magazine articles
* 4. Interpret the powers and responsibilities of each branch of government in the Federal System. (2A, 3D)	Chapter 4 pp. 71-72, 82-85 13 340-342, 354-358

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
C. STRAND 3 (continued)	*American Government*, Allyn
* 2. Identify the positions of leadership in each branch of government at the federal, state, and local levels. (2A, 3B)	Chapter 4 pp. 72-78, 80-82 5 97-111, 123-125 Chapter 6 pp. 128-173 11 292-304 306 "Developing Profiles of Your Members of Congress" 12 313-314, 318 "Seniority Clout" 319-323, 327 "How to Write to Your Lawmakers" 336-337 13 340-343, 350-354, 358-361 14 367-378, 385-393 15 403-409, 411-425 16 430-465 17 475-488, 493-502, 504-507 18 521 "Personality Profile" 524 "Focus on Judicial Review" 526-532 Guest speakers: current office holders (city, state, federal)
3. Examine how spending decisions are made and tax programs are structured at each level of government. (3A, C, E, F, I, J)	Chapter 4 pp. 82-88 16 465-469 22 615-621 Use materials provided by the IRS in the school office. This is a special package for teachers. Obtain from the different levels of government budget graphs on current spending/expenditures.

Non-Sequential Objectives (Essential Elements)	Resources
A. STRAND 1 Teachers may use Objective 2 of Strand 1 to evaluate the student's understanding of government at the end of the course. It need not be in sequence with other Strand 1 objectives.	
* 2. Explain the similarities and differences between U. S. political institutions, processes, and values with those of other major systems. (1C)	Chapter 4 pp. 72-77 17 472-475, 479 "Evaluating TV News" 484-488 25 664-687 26 697-709

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
A. STRAND 1 (continued)	
*4. Identify the purposes and impact of major political documents on the lives, rights, and responsibilities of individuals in the U. S. (1F; 2B-E, G, H) It is essential that the teacher keep abreast of current documents that reflect and/or alter the rights and responsibilities of individuals in the U. S.	Chapter 2 pp. 27-35, 38-51 3 55-67 5 97-102 8 207-212 9 231-235 Use newspapers and magazines to keep abreast of current documents, e.g.,*The Congressional Record*.
B. STRAND 2 The three objectives in Strand 2 are non-sequential because they are emphasized in every major facet of the government course.	
* 1. Distinguish the impact of the U. S. Constitution and Declaration of Independence on U. S. economic and political philosophy. (2A, 3B)	Chapter 1 pp. 17-23 2 35-38, 42-48 3 55-67 4 71-78, 80-88 5 97-125 6 128-173 11 292-304 12 315-336 13 340-361 14 369-385, 394-395 15 403-406, 421-425 16 430-432 17 472-475, 478-493 18 512-526, 531-533 19 538-553, 554 "Analyzing Your State's Constitution" 20 566 "Personality Profile"
* 2. Illustrate the effect the individual can achieve in modifying the U. S. governmental system through the study of significant individuals. (2B-E, G, H) This objective is applicable to past and present contributions of individuals in all areas of government.	Chapter 2 pp. 35-51, 47 "Focus on Framers of the Constitution" 3 66 "Personality Profile" 14 294-295, 367-374 15 410 "Personality Profile" 411-418 16 457-459 18 512-514, 519-526 Use current biographies of people in government and John Kennedy's *Profiles in Courage*.
* 3. Analyze specific Supreme Court decisions and explain how the due process of law protects individual rights in the United States. (1B; 2A, C, D-F) (This objective is non-sequential in that it may be taught at any time during the course; yet it is essential that it be addressed prior to the studies on individual rights.)	Chapter 5 pp. 97-125 6 128-140, 142-166 18 514-531 Field Trip: U. S. Federal Court, the Northern District of Texas, 10th and Taylor, Ft. Worth, Texas Printed materials from the Junior Bar Association and Law Focus education materials Guest speakers: Junior Bar Association/Law Day

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
D. STRAND 4 The following objectives need not be taught sequentially.	
1. Distinguish the factors that influence an individual's political beliefs and behavior. (1B, C; 2B, E; 4A)	Chapter 1 pp. 3-6, 12-16 8 216-227 9 231-235, 246-255 11 303 "Off Year Elections" 14 387 "Party Platforms....Like Jell-O?" Chapter 14 pp. 390 "Working on a Political Campaign" 15 410 "Personality Profile" 17 479 "Evaluating TV News" 18 524 "Judicial Review: Activism v. Self-Restraint"
Objective 14 is non-sequential because good citizenship (civic responsibility) is an essential element in all social sciences.	
3. Support the concept that good citizenship in the United States is related to the Constitutional system of laws and not to the interpretations of individual leaders. (2A, 4D)	Chapter 1 pp. 6-23 3 55-67 4 71-77, 79 18 532 "Analyzing Crime Statistics" Guest speaker: Have a new U. S. citizen speak to the class concerning his/her knowledge of the Constitution.

SOCIAL STUDIES
UNITED STATES GOVERNMENT IA

PARTICIPATION AND DECISION MAKING IN CIVIC AFFAIRS

Unit/Major Objective D:1	Essential Elements
Distinguish the factors that influence an individual's political beliefs and behavior.	4A

Prerequisite Skills

- Knowledge of key vocabulary terms: republic, representative democracy, elected representative, constituent, suffrage, popular sovereignty

Lesson (Mini) Objectives

1. Describe the political factors that influence an individual's beliefs and behavior.
2. Analyze the cultural, socio-economic, and educational factors that influence an individual's political beliefs and behavior.
3. Evaluate the influence that pressure groups have on an individual's political beliefs and behavior.

United States Government IA

Sample Unit: Lesson 1

Lesson Objective No. 1: Describe the political factors that influence an individual's political beliefs and behavior.

Mental Set: Ask the students if one vote makes the difference. Cite the following example.

If John Kennedy had lost one vote per precinct in the Presidential election of 1960, he would never have been President. (Note: He defeated Nixon by 112, 803 popular votes out of 68.8 million cast.)

Rationale: The learner should understand how constitutional and statutory law relates to political behavior.

Input and Modeling:

Key Concepts/Skills

Point out the relevancy of the Preamble and the following constitutional amendments: 14th, 15th, 17th, 19th, 24th, 26th plus current Texas voter registration requirements. (See student handout on constitutional amendments.) Explain how each of the above factors influences or affects voting in the United States.

Guided Practice: Divide the class into groups. Students will conduct a survey within their group by asking the following questions:

1. What factors influence your political beliefs?
2. If you were to identify yourself with one of the two major parties, which would you choose?
3. Why would you pick that party?
4. When you turn 18 and become the legal age for voting, will you register to vote?
5. Why will you or why won't you participate in the election process?

Independent Practice: Students will survey their parents about factors that influence their political beliefs and behavior. They will use questions 1, 2, 3, and 5 from the student group survey. Using information obtained from the survey, students will compose a letter-to-the-editor about the political factors that influence their parents' political beliefs and behavior. Letters are not to exceed one hundred words.

Lesson Assessment/Performance Criteria: Give the following test. (Answers are in italics.)

1. Give 3 requirements a voter must meet in order to vote in Texas.
   a. *must be a citizen of the United States*
   b. *must be at least 18 years old*
   c. *must be a resident of the state, and/or*
   d. *must be registered to vote at least 30 days prior to the election*

2. Give 4 examples of how amendments to the United States Constitution have affected voting.
   a. *14th - made freed slaves citizens*
   b. *15th - gave freed slaves suffrage*
   c. *17th - provided for the direct election of senators*
   d. *19th - women's suffrage*
   e. *24th - abolished the poll tax for federal elections*
   f. *25th - lowered the voting age to 18 for federal elections*

Reteaching/Extensions: Review major concepts taught by using "Building Government Skills: Registering to Vote and Voting" on page 209 of Magruder's *American Government*. Students will divide into groups and answer the following:

1. Which voting age groups can be legally disenfranchised?

2. Should those college students who are not long-term residents of the community in which they attend college be allowed to vote in local elections there? Why or why not?

3. Which has had the greatest impact on expanding voting rights in the United States - - the Federal Government or the States?

Resources:

Magruder's *American Government*
American Political Behavior, 1972, Ginn, pp. 64-161 (out-of-adoption textbook)
Student Handout, "Constitutional Amendments"

CONSTITUTIONAL AMENDMENTS

14th Amendment. Rights of Citizens

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

NOTE: Sections 2, 3, and 4 are not pertinent to the discussion and therefore are not included.

15th Amendment. Right to Vote--Race, Color, Servitude

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

17th Amendment. Popular Election of Senators

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, that the legislature of any State may empower the executive thereof to make temporary appointment until the people fill the vacancies by election as the legislature may direct. This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

19th Amendment. Equal Suffrage--Sex

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.

24th Amendment. **Right to Vote in Federal Elections--Tax Payment**

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

26th Amendment. **Right to Vote--Age**

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

Sample Unit: Lesson 2

Lesson Objective No. 2: Analyze the cultural, socio-economic, and educational factors that influence an individual's political beliefs and behavior.

Mental Set: Ask the students who is most likely to vote and then who is most likely not to vote.

Rationale: Students should examine several personal factors that tend to influence political behavior and beliefs.

Input and Modeling:

Key Concepts/Skills

Point out the phenomenon of the nonvoting voter, ballot fatigue, the cannot-voters, and the relationship of age to political efficacy.

Guided Practice: Divide the class into groups. Students will predict the answers to the following questions. Then have them compare their predictions with the information in the charts on pp. 217, 218, 219, and 222 of Magruder's *American Government*. "Voter Turn Out Since 1960," "Voter Turn Out, 1932-1986," "Who Votes?," and "Voting by Groups."

Chart p. 217 "Voter Turn Out Since 1960"
Chart p. 218 "Voter Turn Out, 1932-1986"

1. There are millions of nonvoters among those who are eligible to vote. Cite at least three examples supported by statistics. (*Answers will vary.*)
2. Which elections have a larger voter turnout? Presidential elections or off-year elections? Give statistics to support your answers. (*Answers will vary on statistics cited.*)

Chart p. 222 "Voting by Groups in Presidential Elections"

1. Voters in the middle-to-upper income brackets are more likely to vote for which party? (*Republican*)
   Voters with lower incomes? (*Democratic*)
2. Professional and business people tend to vote for which party? (*Republican*)
   Manual working and members of labor unions? (*Democratic*)
3. For which party are younger voters most likely to vote? Why? (*Democratic*)
   Older voters? (*Republican*)

After making comparisons, have the students prepare the following descriptions:

Chart p. 219 "To Vote or Not to Vote? Factors Affecting Turnout"

US Government IA, Lesson 2 (cont.)

1. Give a brief description of a voter who has little or no sense of political efficacy. (*Student's answer should include the following: low income, lower level of education, nonwhite, under 35, unmarried, Protestant, unskilled, blue collar, non-union member, rents, and lives in a Southern rural area.*)

2. Give a brief description of a voter who has a high sense of political efficacy. (*Student's answer should include the following: high income, high level of education, white, 35 or older, married, Catholic or Jew, businessman, white collar worker or union member, homeowner, and lives in the cities or suburbs in the Northeast, Mid-West, and West.*)

Independent Practice: Students will conduct teacher-prepared survey of at least five voting-age adults. (See attached voting survey form.) As a class, students will compare and contrast the results of information obtained in their surveys with information in the charts on pp. 219 and 222.

Lesson Assessment/Performance Criteria: Have students answer the following questions on Presidential Elections 1952-1984 by citing either the Democrats or the Republicans.

1. Women tend to vote more often for the ___(Rep.)___ party.
2. Men tend to vote more often for the ___(Rep.)___ party.
3. Whites tend to vote more often for the ___(Rep.)___ party.
4. Nonwhites tend to vote more often for the ___(Dem.)___ party.
5. Voters with a college education tend to vote more often for the ___(Rep.)___ party.
6. Voters with a high school education tend to vote more often for the ___(Rep.)___ party.
7. Voters with a grade school education tend to vote more often for the ___(Dem.)___ party.
8. Professionals tend to vote more often for the ___(Rep.)___ party.
9. White-collar workers tend to vote more often for the ___(Rep.)___ party.
10. Manual laborers (blue-collar workers) tend to vote more often for the ___(Dem.)___ party.
11. Protestants tend to vote more often for the ___(Rep.)___ party.
12. Catholics tend to vote more often for the ___(Dem.)___ party.

Reteaching/Extensions: Students will read and review pp. 221-227 in Magruder's *American Government*. Students will engage in a class discussion on how income, religion, educational level, homeowner vs. renter encourage or discourage voting as well as influencing how we vote.
Students will interview two neighbors to determine if they fit the profile for their socio-economic, ethnic, religious group as depicted in Magruder's *American Government*.

Resources: Magruder's *American Government*
Student Handouts

VOTING SURVEY

Yes____ No____ Are you registered to vote?

Yes____ No_____ Did you vote in the last party primary election?

Yes____ No_____ Did you vote in the last presidential election?

Yes____ No_____ Did you vote in the last school board election?

**********SOME PERSONAL INFORMATION, PLEASE**********

1. SEX Male _____ Female_____

2. HIGHEST EDUCATIONAL ATTAINMENT

   elementary school_____ G.E.D._____ high school graduate_____

   Jr. college_____ Bachelors degree_____ Masters degree_____

   more_____

3. OCCUPATION manual labor_____ white collar_____
   professional_____ mid-management_____
   upper management_____

4. INCOME high_____ upper-middle_____ lower-middle_____ low_____

5. AGE 18-25_____ 26-35_____ 36-45_____ 46-55_____ older_____

6. MEMBERSHIP IN ORGANIZATIONS (dues paying)

   five or more_____ four_____ three_____ two_____ one_____ none_____

7. POLITICAL PARTY AFFILIATION

   a. tend to be straight-ticket Democrat_____
   b. tend to be straight-ticket Republican_____
   c. tend toward a minor party_____
   d. no affiliation; tend to split ticket_____

8. POLITICAL EFFICACY

   a. Everyone's vote counts; it's important to vote in most elections._____
   b. I only vote in big elections._____
   c. Voting is a waste of time._____

Teacher Resource
Independent Practice (D:1:2)
US Government IA

United States Government IA

Sample Unit: Lesson 3

Lesson Objective No. 3: Evaluate the influence that pressure groups have on an individual's political beliefs and behavior.

Mental Set: Ask the students what the NRA and the NEA have in common.

Rationale: Students should be aware that pressure groups influence a person's political beliefs and behavior.

Input and Modeling:

Key Concepts/Skills

Establish basic definition of pressure group and the seven techniques of propaganda as shown on p. 284 in Magruder's *American Government*. Give examples of techniques used by pressure groups: mass mailings, lobbying, and demonstrations.

Guided Practice:

1. Have class brainstorm to generate a list of pressure groups.
   Answers will vary: NAACP, AMA, AFT, L.U.L.A.C., A.B.A., AFL-CIO, Common Cause, American Dairy Association, National Farm Bureau, and Sierra Club.
2. Ask class the following: "What would be an example of the types of legislation that these pressure groups would seek to influence?
   Ex. American Dairy Association -- maintain milk price supports
3. Have class brainstorm different persuasion techniques used by pressure groups.
   Note: All propaganda techniques may not be listed at this point.

Independent Practice: Ask, "What is the technique of persuasion aimed at influencing individual or group views and action?" (*propaganda*)

Give propaganda activity sheet to the students. (Student handout)

Lesson Assessment/Performance Criteria: Have students answer the following essay question:
How might the 7 propaganda techniques be used by someone involved in the political process? Give hypothetical examples.

Reteaching/Extensions:

1. Which propaganda technique is represented by the following:

   a. I know what it is to eat beans three times a day. (*plain folks*)
   b. You might as well vote for me, I will win anyway. (*bandwagon*)
   c. I am America's true-blue candidate. (*glittering generality*)
   d. My opponent has a Nazi mentality. (*name calling*)
   e. Vote for Smith because Tom Hanks says he is "top gun." (*testimonial*)

US Government IA, Lesson 3 (cont.)

2. Describe in detail a technique used by pressure groups to influence political behavior.

Class will divide into groups using the 7 techniques of propaganda to create a campaign for student body president.

Resources:

Magruder's *American Government*
American Political Behavior, 1972, Ginn (out-of-adoption textbook)
Student Handout, "Propaganda"

PROPAGANDA

Find an example of a propaganda technique (textbook p. 284) from T.V., newspaper, or magazine.

1. a. Describe the advertisement. _____

_____

_____

_____

b. What product is promoted? _____

_____

c. What are two key lines or phrases or impressions from the ad? _____

_____

d. From T.V., magazine, newspaper? (specify which) _____

_____

2. What propaganda technique is being used? _____

_____

3. Describe how this technique is being used. (How is it employed? What "tricks" are used to persuade viewer or reader to a particular viewpoint?)

Student Handout
Independent Practice (D:1:3)
US Government IA

Social Studies

AP AMERICAN GOVERNMENT AND POLITICS IA

OBJECTIVES

THE LEARNER WILL:	ESS. ELEMENTS		TEAMS*
	CONTENT	A/V/S**	
A. Strand 1 Foundations of the United States Political System			
1. Identify and explain the ideological and philosophical traditions, from the Greeks through the Enlightenment and modern political thinkers, upon which the United States governmental system is based	1A-D 2A	1A-C 2A,B,G, J,4A-M	
2. Analyze the constitutional principles underlying the structure of U.S. government with a particular emphasis upon the effects of the application of the concepts of federalism and separation of powers	1C,D,F 2A 3A 4D	1B,C 2A,G,J, K,3E,F J,4A-M	
3. Evaluate the structure and functions of the two-party political system in the United States and relate the present system to both the history of the nation and to the formal processes and the informal traditions of the branches of government	1E 3D 4B,C	1A-C 2B-E,G- J,3E,I 4A-M	
4. Compare and contrast federal government in the United States with other major governmental structures both past and present	1B-D	1A-C 2A-C,G, I-L,3E, F,J,4A- M	
B. Strand 2 Development of the United States Governmental System			
1. Synthesize the evolution of United States political and governmental institutions into a coherent pattern related to historical, economic, and cultural developments that have occurred in the past two hundred years	1E,F 2A,B 3A	1B-D 2A,C,E- G,J,K 3A,E,F, I,4A-M	
2. Apply the concepts and philosophies underlying the Declaration of Independence, the Constitution, the Bill of Rights, and other significant documents to various historical conflicts and contemporary situations	2A-C 4D	1B-D 2A,E-L 3C,E,F, I,J 4A-M	

*R--Reading
W--Writing
**Attitudes, Values, and Skills

THE LEARNER WILL:	ESS. ELEMENTS		TEAMS
	CONTENT	A/V/S	
3. Analyze the changes that have occurred as a result of Supreme Court decisions in the relationships between the levels of government, the government's role in the nation's economy, and the concepts of individual rights	2A,C,D	1B-D 2A,E,F, J,K,3E, F,I,J 4A-M	
C. Strand 3 Structures and Functions of the United States Governmental System			
1. Distinguish the different roles of the branches and levels within the U.S. governmental system and analyze the interrelationships and connections between them	3A,D	2A,C,E, G,J,K 3E,F 4A-M	
2. Explain the multiple processes by which policy positions are developed within the U.S. political system with an emphasis upon formal and informal positions of power and the interplay within and among various institutions both in and out of the formal structure of the government	3A-D 4C	1A-D 2A,B,G, I,J,K,L 3E,F 4A-M	
3. Appraise the role of conflict between political parties in their efforts to influence all phases of policy-making at the national, state, and local level	3A-D 4B	1A-D 2B,C,E, G,H,K,L 4A-M	
4. Demonstrate the importance of compromise at the nation's founding and its continuing role in the effective functioning of the U.S. political system through periods of great crisis and change	1E 2A,B 4B	1B 2C,E,G, H,J,K 4A-M	
D. Strand 4 Participation and Decision Making in Civic Affairs			
1. Explain the various factors that influence individual political behavior with particular attention to those factors that affect feelings of mistrust, efficacy, and tolerance	4A	1A-C 2B,C,E, H,K,3I 4A-M	
2. Evaluate the impact of specific individuals in maintaining or modifying the political system of their times as a result of their own values and personalities or of the crisis conditions of the period during which they exercised power and influence	2B 4D	1C,D 2C,E,H, J,K 3E 4A-M	
3. Demonstrate an involvement in the political process by taking part in a current political campaign or in attempting to change or modify a policy position at the local, state, or federal level	4A-D	1A-D 2B-E,G, H,J,K 4A-M	

AP American Government and Politics IA
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
A. STRAND 1	
1. Identify and explain the ideological and philosophical traditions, from the Greeks through the Enlightenment and modern political thinkers, upon which the United States governmental system is based. (1A-D, 2A)	Wilson, pp. 2-15; Magruder, pp. 1-35; Bicentennial Commission, *Constitution*, Duke Manual; excerpts from Greek political writings, in particular, book three of Herodotus' *Histories*, Pericles' Funeral Oration in Thucydides' *Peloponnesian Wars*; Plato's *Republic* and *Laws*; and Aristotle's *Politics*.
2. Analyze the constitutional principles underlying the structure of U.S. government with a particular emphasis upon the effects of the application of the concepts of federalism and separation of powers. (1C-D, F; 2A, 3A, 4D)	Wilson, pp. 16-72; Magruder, pp. 54-59; Woll, pp. 5-68; Patrick and Remy, pp. 1-148; Bicentennial Commission, pp. 42-67; *The Federalist Papers*, #1, 15,47; Patrick and Keller, *Lessons on the Federalist Papers;* Duke Manual, pp. 24-41; AV: "The Constitution: That Delicate Balance--Federalism."
D. STRAND 4	
*1. Explain the various factors that influence political behavior with particular attention to those factors that affect feelings of mistrust, efficacy, and tolerance. (4A)	Wilson, pp. 73-138; Magruder, pp. 204-229; Woll, 207-215; Duke Manual, pp. 151-168.
A. STRAND 1	
*3. Evaluate the structure and functions of the two party political system in the United States and relate the present system to both the history of the nation and to the formal processes and the informal traditions of the branches of government. (1B-D)	Wilson, pp. 139-208; Magruder, pp. 177-255; Bicentennial Commission, pp. 68-77; Duke Manual, pp. 125-140; AV: "Congress: Congressional Elections," "The Constitution: That Delicate Balance--Nomination, Election, and Succession of the President." Newspapers and various journals of opinion. Television programs such as "Firing Line," "The McLaughlin Group," PBS, "and "Capitol Gang," and "Crossfire," on CNN.
C. STRAND 3	
*3. Appraise the role of conflict between political parties in their efforts to influence all phases of policy-making at national, state, and local levels.	Wilson, pp. 448-488; Magruder, pp. 178-203; Duke Manual, pp. 129-140; same media sources as A3.
*1. Distinguish the different roles of the branches and levels within the U.S. governmental system and analyze the interrelationships and connections between them. (3A, D)	Wilson, pp. 264-419; Magruder, pp. 291-536; Woll, various readings in Chapters 6-9; Bicentennial Commission, pp. 50-57; Duke Manual, pp. 42-124; AV "Congress Series," "Delicate Balance" series; C-Span programming.

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
B. STRAND 2	
*3. Analyze the changes that have occurred as a result of Supreme Court decisions in the relationships between the levels of government, the government's role in the nation's economy, and the concepts of individual rights. (2A, C-D)	Wilson, pp. 489-539; Magruder, pp. 95-176, 511-533, 596-611; Bicentennial Commission, pp. 74-121; Duke Manual. pp. 169-208; Patrick and Remy, pp. 149-184, 232-302; Woll, pp. 105-184; AV "Gideon's Trumpet," Great Cases of the Supreme Court: Constitutional Rights Foundation, "The Bill of Rights in Action" (free subscription); AV "Constitution: That Delicate Balance" -- see the following titles: 1. "Affirmative Action vs. Reverse Discrimination" 2. "President vs. the Congress-- Executive Privilege and Delegation of Power" 3. "President vs. Congress--War Powers and Covert Action" 4. "School Prayer, Gun Control, and the Right to Assemble" 5. "Sovereign Self--Right to Live, Right to Die" Speakers from the Junior Bar Association.

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
A. STRAND 1	
*4. Compare and contrast federal government in the United States with other major governmental structures both past and present. (1B-D)	Wilson, parts of Chapters 1,2,3, and 4; Magruder, Chapter 25; Current newspapers and news magazines; Materials available from foreign embassies and consulate.
B. STRAND 2	
*1. Synthesize the evolution of United States political and governmental institutions into a coherent pattern related to historical, economic, and cultural developments that have occurred in the past two hundred years. (1E, F; 2A-B; 3A)	Wilson, Ch. 2, 4, 22-23; Magruder, Ch. 1-2, 7, 2, 26; Duke Manual, pp. 56-69, 88-97, 116-120, 129-134, 141-145, 192-200; Woll, readings, 8, 10, 21, 27, 34, 35, 38, 39, 44, 46, 52, 54, 57, 58; "Bill of Rights in Action" series.
*2. Apply the concepts and philosophies underlying the the Declaration of Independence, the Constitution, the Bill of Rights, and other significant documents to various historical conflicts and contemporary situations. (2A-C, 4D)	Wilson, Ch. 2-3, 7, 10-13; Magruder, Ch. 4-7, 9, 11-15; Bicentennial Book, pp. 80-121; Duke Manual, pp. 169-208; Patrick and Remy, pp. 262-301; Great Cases of the Supreme Court; Declaration of Independence; U.S. Constitution; Federalist Papers; AV "Constitution: That Delicate Balance" (various titles).
C. STRAND 3	
*2. Explain the multiple processes by which policy positions are developed within the U.S. political system with an emphasis upon formal and informal positions of power and the interplay within and among various institutions both in and out of the formal structure of the government. (3A-D, 4C)	Wilson, Ch. 15; Woll, pp. 86-104, 255-261; Duke Manual, pp. 141-150; AV "Congress" series (various titles), "Constitution: That Delicate Balance" series (various titles).
*4. Demonstrate the importance of compromise at the nation's founding and its continuing role in the effective functioning of the U.S. political system through periods of great crisis and change. (1E, 2A-B, 4B)	Wilson, Ch. 1-3, 15; Magruder, Ch. 2,7,10-13, 15, 18; Duke Manual, pp. 56-67, 76-84, 129-134; Current newspapers and magazines; Speakers--especially from the state or national legislature; AV "Congress" series and "Constitution: That Delicate Balance" series.
D. STRAND 4	
*2. Evaluate the impact of specific individuals in maintaining or modifying the political system of their times as a result of their own values and personalities or of the crisis conditions of the period during which they exercised power and influence. (2B, 4D)	Individuals mentioned throughout each unit in Wilson, Magruder, and the Duke Manual, as well as selected points in all other materials; Woll, pp. 349-366.

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
*3. Demonstrate an involvement in the political process by taking part in a current political campaign or in attempting to change or modify a policy position at the local, state, or federal level. (4A-D)	Wilson, Ch. 4-8, 10-11, 13 (see the instructor's manual for each chapter); Magruder, Ch. 7-12, 14, 18 (see "Suggested Activities" at the end of each chapter in the student text); Duke Manual---see especially the "Activities and Ideas for Student Involvement" sections throughout the manual; Newspapers and various journals referred to in previous sections; Television programs such as "Firing Line" and " McLaughlin Group," on PBS and "Capitol Gang" and "Crossfire" on CNN. TEXTBOOKS/BOOKS Bicentennial Commission on the Constitution, *Constitution of the United States of America* Duke University, *Duke University AP Government Handbook* McClenaghan, William, *Magruder's American Government* **(Textbook)** Patrick and Remy, *Lessons on the Constitution* United States Constitution Wilson, James Q., *American Government* Woll, Peter , editor, *Amercan Government, Readings Cases* PRINT MEDIA *National Review* *New Republic, The* *Newsweek* *U.S. News and World Report* *Wall Street Journal, The* Other sources which provide analytical coverage of governmental and political activity and national issues. ELECTRONIC MEDIA: Coverage of politics and government including the use of documentaries, and daily and weekly coverage on the commercial networks--PBS, CNN, and particularly C-Span.

SOCIAL STUDIES

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

HIGH SCHOOL

8035 Honors World History Studies IA (W HIST 1A/H)
8036 Honors World History Studies IB (W HIST 1A/H)
Fulfillment of four of the following:
- 85 or higher in prior social studies or English language arts course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9-12

8065 Honors United States History IA ACT (US HIST 1A/H)
8066 Honors United States History IB ACT (US HIST 1B/H)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11

8215 AP United States History Studies IA (US HIST 1A/HP)
8216 AP United States History Studies IB (US HIST 1B/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 10-12

8136 AP American Government and Politics IA (US GOVT 1A/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8098 AP Economics IA (Macroeconomics) (ECO-FE 1A/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8099 AP Economics IB (Microeconomics) (ECO-FE 1B/HP)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

EXIT PROCEDURES FOR HONORS COURSES

1. At the end of the first three weeks of the course, a student-parent-teacher conference must be held for students with a course average of 80 or lower to discuss the student's academic progress. As a result of this conference

   - the student may be exited from the course and placed in another appropriate course

   or

   - a plan for the improvement of the student's performance in the course will be developed, agreed to, and implemented.

2. Prior to the end of the first six weeks of the course, a student-teacher-parent conference must be held for students failing to maintain a passing grade of 70. Options to be discussed at the conference are

   - exiting the student from the course and placement in another appropriate course

   and

   - developing a plan for the improvement of the student's performance with specific target dates for progress reports to student and parent.

Any recommendations to exit students from honors courses after the first six weeks of instruction must be considered very carefully and are to be made only after a conference which includes student, teacher, parent, and principal.

SOCIAL STUDIES TEACHING STRATEGIES

DESCRIPTION

The study of social studies is intended to help students understand the forces that shape society and bind people together in the international community in which we live. The teaching approach in social studies can be thematic, chronological, or conceptual. Any of these approaches lends itself to establishing a relationship between past and present and implications for the future.

In order to comprehend the wealth of knowledge within the broad spectrum that is social studies, students must be taught to process information in ways that maximize their learning. One way to advance student learning to optimum levels is through the thinking/writing process.

As students develop thinking/writing skills, they will begin to acquire competencies in all academic levels. Furthermore, talking, writing, and thinking must be interrelated. Rexford Brown underscores this philosophy "...higher literacies call for students to analyze, think critically, evaluate, synthesize information, communicate more effectively, solve problems, learn how to learn, and in general learn far more actively than traditionally."

Writing to Think

Writing to think is a model for teachers to help students. There are six strands to the model: *selecting information, seeing relationships, using prior knowledge, considering alternative points of view, creating and assessing a plan, and creating/acknowledging dissonance.* By using these processes, students will become proficient problem solvers through the medium of writing.

The process starts with using a unit or mini-unit social studies objective to develop a rationale or purpose for the writing/thinking instructional activities. Prior work is given to prepare the student for the writing assignment. Subsequent work and assessment are also part of this process.

The following examples indicate how these writing to think strategies can be implemented using the social studies content.

Selecting information involves choosing relevant and appropriate examples based on a given criterion.

Lead the class to a consensus regarding the qualities of a good citizen. Then view file footage that spotlights a particular person. Have the group look for actions that show that the person has/does not have these qualities.

Seeing relationships involves asking students to look for patterns or trends; to notice similarities and differences; to look for motives, purposes, or causes and effects; to locate events in a chronological or numerical sequence; or to determine how something (an object, action or, person) relates to the physical setting in which it is found.

Describe the basic economic needs of an 8-year old Cambodian and an 8-year old United States' citizen.

How did Uncle Tom's Cabin impact slavery in the United States?

Given data relative to the Alaskan oil spill at Valdez, what can you conclude about the effect on the environment?

Use a simulation that involves a dead lock situation. Work out a compromise that is acceptable to both sides.

Using prior knowledge involves using that information which students acquire either through formal or informal and personal educational experiences.

Using what you have learned about public and private property, write a paragraph that vividly describes ways that neighborhood parks are used for recreational purposes.

Considering alternative points of view involves looking at both sides of an issue and acknowledging the possibility of a point of view different from the one originally held.

How might a Mexican soldier report the Battle of the Alamo?

How would a British sea merchant describe the Boston Tea Party?

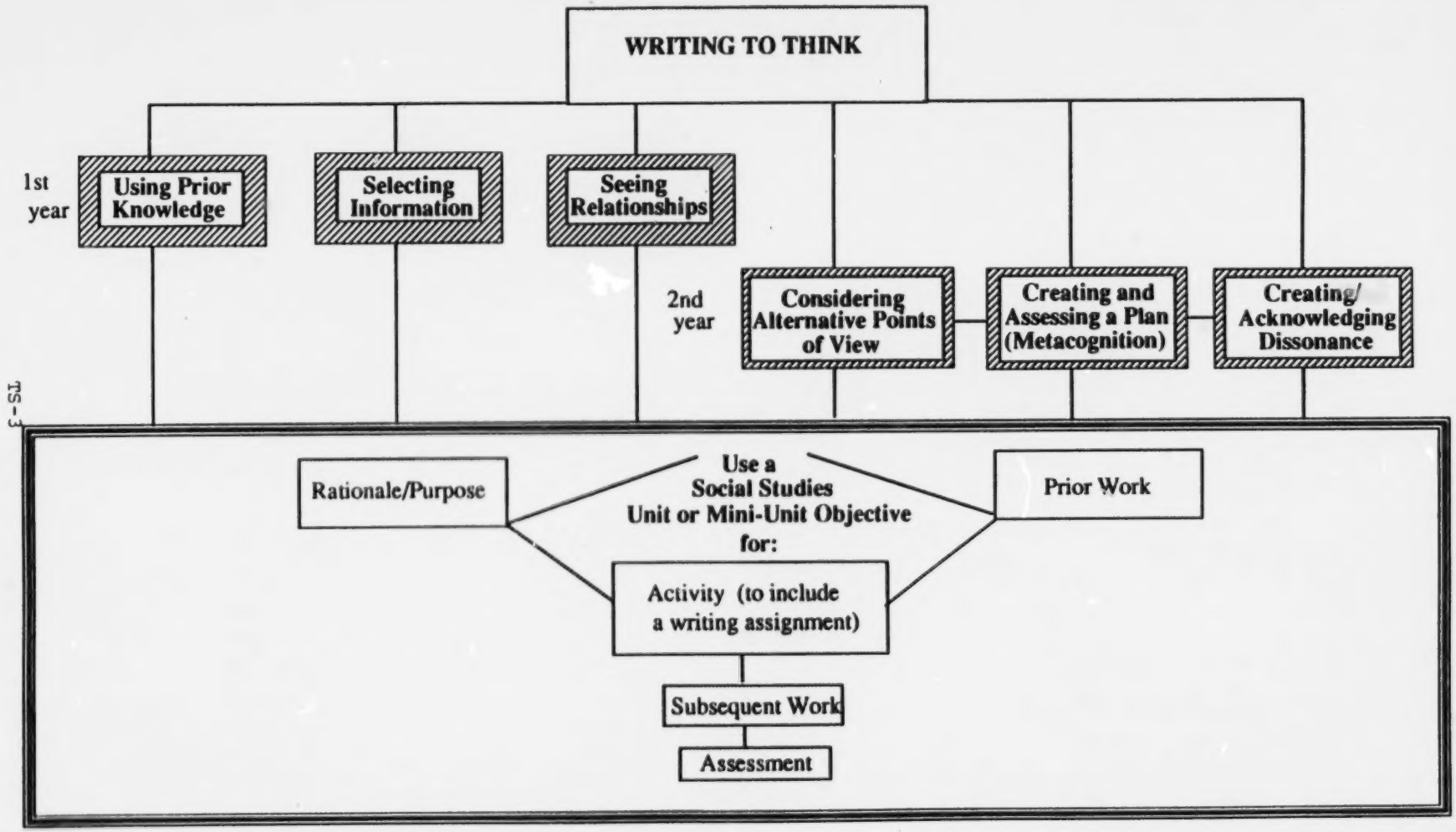
Creating and assessing a plan involves developing a problem-solving strategy to address a specific task and then assessing that strategy as one tries to use it.

Describe the steps that might be involved in a slave's escaping to freedom in the North.

Creating/acknowledging dissonance involves recognizing major conflicts of questions in events, philosophies, rulings, actions, and documents.

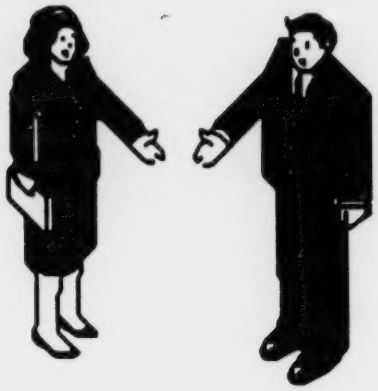
Explain why the premise of equality for all as stated in the Preamble to the United States Constitution and the provision that permitted slave trade through 1808 are inconsistent and in conflict.

READING AND WRITING TO THINK IN SOCIAL STUDIES



Problem-solving process

TEACHING STRATEGIES



ACTIVITY I

DEBATE - Provides practice in all of the communications
Skills: reading, writing, speaking, listening, and specially, thinking

PROCEDURE

A. Getting Started - Background Information

1. Define debate - organized argument between knowledgeable people.

2. Give students handouts with the essential terms and procedures.
   - Video tape of previous debate is desirable.
   - If not available, directions and explanations must be extremely clear.

**Activities to Promote Critical Thinking*, Fran Caldweel, Newport High School, Newport, Oregon

B. Selecting a Topic

1. Pair up students with a partner.

2. Two sets of partners are put together - thus forming the debate unit.
   - Appear to do this randomly but should actually place the stronger teams against each other

3. Students meet in their debate units to accomplish three tasks.
   - Select a current, interesting, and controversial issue
   - Write a clear resolution stated in the affirmative
   - Determine affirmative and negative teams

(Teacher may opt to supply a list of topics in an attempt to speed up process.)

C. Developing the Argument

1. Students begin their research.
   - *Readers' Guide to Periodical Literature* is the most useful reference. Other references should be made available in library.
   - Interviews applicable

2. Students should take careful notes and make sure each item of information is documented.

3. Allow five days for research process.

4. Partners plan and rehearse their cases together.
   - Two days can be allowed in class for organizing and preparing the debate speeches.

5. Affirmatives must begin by defining terms and then proceed through each stock issue.

6. Negatives must defend the status quo and attack the contentions of the affirmatives.

7. Partners should keep in mind that the strongest evidence is best presented last.

8. Students should be encouraged to write their speeches in outline form. This will discourage them from empty reading.
   - Good eye contact is necessary to be convincing.

9. During the recess, partners discuss ways to refute what the other side has said.
   - note taking during other side's arguments
   - attempt to anticipate opponent's arguments

10. Rebuttals should follow a plan and may be given by one or both partners.
    - All points made in the constructive speech should be reiterated one by one, following each by what the opponent said to disapprove it and then given more evidence to reestablish it.
    - A good rebuttal should end with a summary and a statement of the debaters' belief in the soundness of their argument.

D. Presentation

1. Debaters sit at their respective desks in front of the room.
   - Face opponents, yet the desks are slanted enough so that the audience can see the debaters' faces as well.

2. Remind students to speak in loud, clear voices with correct pronunciation and appropriate expression.

3. Strict formality is upheld: the debaters and their positions are introduced to the audience; an official timekeeper watches the clock and warn debaters nonverbally when one minute remains.
   - Only debaters are permitted to speak, except during the recess.

4. A schedule should be drawn up so students know on exactly which day they will debate.

5. Five judges should be selected from outside the class and allowed some time to familiarize themselves with the judging form.

6. Only one judge is needed for each debate.
   - Judge uses the debate form provided, which was devised by the American Forensic Association.
   - Post on bulletin board.

E. Assessment

Students can now write a persuasive essay because they have already formulated two strong thesis statements and collected a set of supporting details.

ACTIVITY II.

JURY-TRIAL TECHNIQUE - Debate technique that is excellent because it can involve a large number of the class in active participation. In this technique the class simulates courtroom procedures to discuss an issue or problem. The procedure seems to be a simple one, but it requires careful preparation if it is to go smoothly.

PROCEDURE

A. Select an issue or problem to debate. It adds interest if one of the students can act as a defendant.

B. Select lawyers, researchers, and witnesses for both sides. These groups can be as large as you wish, but if they are too large, they become cumbersome. The teacher can act as judge, or better yet, some responsible student can be named for that position. Another pupil should be selected court stenographer, or recorder, to keep a record of what transpires. All members of the class who are not lawyers, researchers, witnesses, or current officials, are the jury.

C. All students should research the problems. The lawyers and witnesses should get the facts from their own research and from that of the other class members.

D. **Conduct the trial**

1. The lawyers open up with their arguments.
2. Witnesses present their evidence.
3. Lawyers questions and cross examine
4. Lawyers from each side sum up. Each should point out how the evidence favors his/her side.
5. The judge sums up, points out errors in the arguments, fallacies, and misstatements of facts.
6. The class, acting as the jury, votes on which side won the argument.

ESSENTIAL TERMS

Controversial issue: a subject that can be argued and supported from opposing points of view.

Resolution: (sometimes called the preposition): a statement which defines the nature of the controversy, is stated in the affirmative, and provides a basis for argument for or against.

Affirmative: the person who upholds the resolution, who argues for a change in what presently exists.

Negative: the person who argues against the change proposed in the resolution, who upholds the conditions as they presently exist.

Definition of Terms: a clear explanation of the resolution, defining and limiting ideas; it is the affirmative teams responsibility, but the negative team must approve.

Evidence: the material offered as proof in an argument; it can be in the form of: (1) quotations from authorities; (2) examples of actual situations or case histories, or (3) facts and statistics.

Status Quo: a Latin term meaning the existing state of affairs, the present or the current belief and actions.

Burden of Proof: rests on the affirmative, who must prove that the status quo is unsatisfactory and that the affirmative way is better; because the affirmative has a more difficult task, this side is given the advantages of starting and ending the debate.

Stock Issues: those issues which must be proved by the affirmative (1) the need for the change, (2) the practicality of the change, (3) the desirability of the change.

Presumption: the assumption that the negative is "right" until proven wrong"

Constructive Speeches: given in the first part of the debate; they present the major arguments with evidence.

Rebuttals: given in the second part of the debate; the process of rebuilding after attack or defending from attack.

Handout #1

ORDER AND TIME RESTRICTIONS FOR DEBATE

PART ONE: Constructive Speeches

First Affirmative	2-5 minutes
First Negative	2-5 minutes
Second Negative	2-5 minutes
Second Affirmative	2-5 minutes

Recess

PART TWO: Rebuttals

Negative	5 minutes
Affirmative	5 minutes

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
ATTITUDES, VALUES, AND SKILLS FOR CITIZENSHIP, GRADES 7-12

(1) Respect for self and others. The student shall be provided opportunities to:

- (A) respect beliefs of other individuals, groups, and cultures;
- (B) be aware that some things are valued more in some groups and cultures than in others;
- (C) recognize how societal values affect individual beliefs and attitudes; and
- (D) recognize that individuals must accept the consequences of their decisions.

(2) Democratic beliefs and personal respoonsibility. The student shall be provided opportunities to:

- (A) respect the principles that underlie the Texas and the United States Constitutions, the Bill of Rights, and the Declaration of Independence;
- (B) consider one's own values as well as those of others when making political decisions;
- (C) value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior;
- (D) respect the laws of one's society and work responsibly to change laws that one judges to be unjust;
- (E) understand the importance of individual participation in civic affairs;
- (F) understand that legal rights and protections must be balanced with civic responsibilities;
- (G) recognize the value of compromise in the democratic process;
- (H) examine reasons that participation and decision making in civic affairs require knowledge, time, and personal efforts;
- (I) identify legal rights, responsibilities, and protection afforded juveniles and adults;
- (J) support the democratic processes of the republican form of government;
- (K) support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy, private property rights, free enterprise, and voluntary exchange); and
- (L) support the rules and laws of one's school, community, state, and nation.

(3) Support for the American economic system. The student shall be provided opportunities to:

- (A) recognize the contributions of the American economic system to the standard of living of Americans;
- (B) support the role of profit in the American market system;
- (C) believe in the right of individuals to acquire, use, and dispose of property;

(D) support the freedom of consumers to choose how to spend their income;
(E) recognize that citizens, through legal political activities, can influence economic decisions make by government;
(F) acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers;
(G) support competition by either producers or consumers;
(H) support competition as it affects the quantity and quality of goods and services produced;
(I) recognize that as individuals act in their own economic interest they may also serve the economic interest of others; and
(J) compare the control and treatment of public and private property.

(4) Application of social studies skills. The student shall be provided opportunities to:

(A) locate and gather information;
(B) observe for detail;
(C) translate information from one medium to another;
(D) organize and express ideas in written form;
(E) distinguish fact from opinion;
(F) analyze information;
(G) draw conclusions;
(H) synthesize information;
(I) develop criteria for making judgments;
(J) use problem-solving skills;
(K) sequence historical data and information;
(L) draw inferences; and
(M) perceive cause-effect relationships.

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
UNITED STATES GOVERNMENT

(1) Foundations of the United States political system. The student shall be provided opportunities to:

(A) explain reasons governments are established;

(B) analyze the differences between direct and representative democracy;

(C) compare United States political institutions, processes, and values with other governmental systems;

(D) trace political ideas from the Ancient World, Western Europe, and the 13 colonies that formed the foundation of the United States system of government;

(E) trace the growth of the two-political party system in the United States; and

(F) analyze major historical documents relating to the political development of the United States.

(2) Development of the United States governmental system. The student shall be provided opportunities to:

(A) analyze the purposes and political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence;

(B) recognize significant individuals who played important roles in establishing the government of the United States;

(C) analyze the impact of Supreme Court decisions on the American governmental system; and

(D) explain due process of law.

(3) Structures and functions of the United States governmental systems. The student shall be provided opportunities to:

(A) describe the structures and functions of governments at federal, state, and local levels;

(B) identify executive, legislative, and judicial authority roles on national, state, and local levels;

(C) understand the taxing and spending functions of national, state, and local levels of government and the impact of these functions; and

D) analyze techniques for maintaining a division of power among branches of government and between national and state levels.

(4) Participation and decision making in civic affairs. The student shall be provided opportunities to:

(A) examine factors that influence an individual's political beliefs and behavior;

(B) understand the functions of political parties in the United States political process;

(C) analyze the functions of minor political parties and interest groups in the American political process; and

(D) interpret the concept that the United States has a "government of law, not men."

PHYSICAL AND PSYCHOLOGICAL SAFETY

- **Social Studies**

  U. S. and World History (W. Hist.)
  U. S. Government (Gov.)
  Sociology (Soc.)
  Psychology (Psy.)
  Advanced Social Science Problems (ASSP)

- **Home Economics Education**

  Food Science and Nutrition (FSN)
  Individual and Family Life (IFL)
  Parenting and Child Development (PCD)
  Comprehensive Home Economics (CHE)
  Advanced Child Development (ACD)
  Advanced Food Science & Nutrition (AFSN)
  Food Production Management & Services (FPMS)

- **Science**

  Introductory Physical Science (IPS)
  Physical Science (PS)
  Introductory Biology (IB)
  Biology I & II (B)
  Chemistry I & II (C)
  Physics I & II (P)

- **Technical Education**

  Technology Education (TE)
  Trade & Industrial Education (T&I)

- **Health Education**

  Health I (H)
  Health II (H)

PHYSICAL SAFETY

	SOCIAL STUDIES	SCIENCE	HEALTH	TECHNICAL EDUCATION	HOME ECONOMICS
Practices and Rules of Safety • Demonstrate practices rules of safety to avoid injury and prevent accidents in the home, school, and community		• School Safety Rules (H, IPS, PS,IB,B,C,P) • Infectious Diseases (B,IB)	• School Safety Rules (H) • Infectious Diseases (H)	• School Safety Rules (T&I,TE)	• Home Safety Rules (CHE,PCD,ACD, FSN, • Safety Rules in Employment (AFSN,FPMS, ACD)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community		• School Personnel (IPS,PS,IB,B,C,P)	• Family Members (H)	• School Personnel (T&I,TE)	• Family Members (CHE,PCD,ACD, IFL,AFSN) • Employment (FPMS)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	• Respecting and Supporting Laws of Society(GOV, W.HIST)		• Maintaining a Healthy Environment (H)	• Support State and National Laws (T&I,TE)	• Support State and National Laws (CHE,PCD,ACD, FPMS)

PSYCHOLOGICAL SAFETY

	SOCIAL STUDIES	SCIENCE	HEALTH	TECHNICAL EDUCATION	HOME ECONOMICS
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	•Accepting Consequences of Decisions(W. HIST,ASSP,PSY, SOC)		• Recognizing Signs of Abusive Behavior (H)		• Accepting Consequences of Decisions and Behavior (CHE,PCD,ACD, IFL,AFSN,FPMS)
Developing a Positive Self Concept • Demonstrate a positive attitude toward self	• Demonstrating Respect for Self and Others (W. HIST,ASSP,PSY, SOC,GOV)		• Demonstrating Healthy Attitudes Toward Own Sexuality (H)		• Developing Self-awareness and Skills for Self-Direction (CHE,ACD,IFL, FSN)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others	• Dealing with Peer Pressure (PSY, SOC)		• Identifying Warning Signs of Suicide (H) • Distinguishing Between Positive and Negative Attitudes Toward Life(H) • Distinguishing Among Different Kinds of Love (H)		• Fostering Emotional and Social Development (CHE PCD,ACD,IFL)

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

Attitudes/Values/Skills	GRADE 12
• Recognize that individuals must accept the consequences of their decisions	**United States Government** • Identify the purposes and impact of major political documents on the lives, rights, and responsibilities of individuals in the United States
• Respect the laws of one's society and work responsibly to change laws that one judges to be unjust	• Analyze specific Supreme Court decisions and explain how the due process of law protects individual rights in the United States
• Support the rules and laws of one's school, community, state, and nation	• Distinguish the factors that influence an individual's political beliefs and behavior
	• Support the concept that good citizenship in the United States is related to the Constitution system of laws and not to the interpretations of individual leaders
	Sociology • Explain aspects of culture including beliefs, mores, traditions, folkways and social problems

SCIENCE EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Grades 9-12
• Demonstrate proper laboratory procedures with emphasis on safety (lP, PS, IB, B, HB, C, HC,P, HP, PA, A, ES)
• Explains how the body defends itself against infectious diseases. (B)
• Relate the impact of AIDS on life in the United States.(B)
• Identify causative organisms, transmission symptoms, and prevention/treatment of human diseases. (B)

Course: Food Science and Nutrition

(i.3)(A) Apply principles of consumership. p. 35

(i.3)(C) Relate the effects of work space and equipment on meal preparation. p. 37

(i.3)(D) Apply safety and sanitation procedures in food preparation tasks. pp. 39-45

(i.2)(A) Compare cultural influences on individual and family food options. p. 26

Course: Individual and Family Life

(c.1)(A) Explain the basic functions of the family. pp. 1-2

(c.4)(C) Relate the use of community resources to family well-being. pp. 151-152

(c.5)(C) Determine components of responsible parenthood. p. 174

(c.6)(D) Describe domestic violence including causes, prevention, and coping resources. pp. 198-201

(c.2)(E) Investigate laws related to the family. p. 70

(c.3)(A) Summarize responsibilities of living as an independent adult. pp. 77-78

(c.6)(A) Discuss potential family problems and crises. pp. 187-189

(c.3)(A) Summarize responsibilities of living as an independent adult. pp. 73-76, 78-79

(c.3)(B) Demonstrate communication and conflict resolution skills. pp. 93-96

(c.3)(E) Describe the impact of cultural background on interpersonal behavior. pp. 105-108

(c.5)(A) Analyze factors affecting the decision to parent. pp. 167-169

(c.3)(A) Summarize responsibilities of living as an independent adult. pp. 79-80

Course: Parenting and Child Development

(d.2)(A) Summarize ways to promote physical development of children. pp.32, 34, 37

(d.2)(F) Explain methods of guidance and discipline. pp-54-64

(d.3)(H) Analyze alternatives for child care. pp. 83-84

(d.4)(A) Identify parenting behavior indicative of child abuse tendencies. pp. 87-88

(d.4)(B) Point out parenting behaviors abusive to children. pp. 89-90

(d.4)(C) Explain ways to meet needs of children in crisis. pp.91-97

(d.3)(A) Describe methods of sharing parental responsibilities. p. 68

(d. 3)(I) Outline local, state, and national resources focusing on children. pp. 84-85

(d.1)(A) Summarize the responsibilities of human sexuality. pp. 1-5

(d.1)(E) Analyze the impact of marital relationships on the children. p. 17

(d.2)(G) Determine techniques to promote character development. pp. 64-65

(d.8)(B) Project how one's present behavior impacts present goals. pp. 5-6

(d.2)(B) Describe the emotional and social development of children and techniques for fostering such development. pp. 38-44

Course: Comprehensive Home Economics

(b.3)(C) Apply basic clothing construction and/or alteration techniques. pp. 70, 72

(b.7)(B) Relate sanitation and safety to food and nutrition. pp. 143-146

(b.8)(B) Evaluate methods of meeting the safety needs of families. pp. 177-180

(b.1)(H) Describe the rights and responsibilities of family members and families. pp. 31-33

(b.2)(D) Summarize forms of child abuse, their causes, and methods of control. pp. 57-59

(b.1)(H) Describe the rights and responsibilities of family members and families. pp. 30-31

(b.8)(A) Summarize ways to promote individual and family health. p. 173-176

(b.1)(C) Analyze factors involved in socially responsible behavior. pp. 11-12

(b.1)(E) Apply strategies for managing peer pressure. pp. 20-22

(b.1)(F) Describe the functions of the family in meeting personal and societal needs. p. 24

(b.1)(G) Relate personal commitment to family strength and well-being. p. 26

(b.5)(E) Identify the decision-making steps, influences, and implications. pp. 109-112

(b.8)(C) Explain factors affecting individual family health decisions. pp. 180-193

(b.1)(A) Apply techniques to develop self-awareness and skills for self direction. pp. 1-4

(b.1)(B) Describe the physical, social, emotional, and intellectual development of teenagers. p. 4-7

(b.2)(A) Describe the basic needs of children. pp. 40-45

(b.2)(B) Describe the responsibilities of the caregiver in meeting developmental needs of children. pp. 45-53

(b.2)(C) Explain various methods of management and guidance. pp. 54-56

(b.1) (G) Relate personal commitment to family strength and well-being. p. 29

Course: Advanced Child Development

(e.3)(D) Identify developmentally appropriate sex-related information for children of different ages. pp. 69-70

(e.1)(A) Describe responsibilities of parenting. p. 2

(e.1)(D) Describe responsible behavior in prevention and control of disease. pp. 10-14

(e.2)(C) Identify neonatal care essential to the well-being of the child. p. 29-32

(e.4)(A) Describe guidance methods and factors influencing their effectiveness. p. 75

(e.5)(A) Discuss the effects parent/guardian employment has on the development of the child. p. 93

(e.5)(C) Discuss societal tends impacting children. pp. 103-104

(e.4)(B) Assess society's role in protecting the rights of children. pp. 85-86

(e.5)(B) Identify local, state, and national resources related to children. pp. 93-94

(e.5)(D) Summarize forms, causes, effects, prevention, and treatment of child abuse. pp.119-120

(e.2)(B) Outline the impact of genetics, environment, and mother's health on prenatal development. pp. 23-24

(e.3)(A) Explain various theories and principles of growth and development. pp. 37-40

(e.3)(B) Describe the interrelationships of social, emotional, intellectual, physical, and moral development of the child. pp. 61-64

(e.3)(F) Point out the impact of parenting/caregiver practices on a child's self-esteem. pp.72-74

Course: Advanced Food Science and Nutrition

(j.2)(B) Outline safety and sanitation practices considerations for food processing and packaging. pp. 26-27

(j.1)(E) Assess the safety factors of various intentional and incidental food additives. pp. 10-13

Course: Food Production, Management, and Services

(k.3)(B) Apply safety and sanitation techniques in food handling, preparation, service, storage, and cleanup.

(k.3)(D) Use large and small food service equipment as appropriate for prescribed tasks.

(k.3)(A) Apply federal, state, and local sanitation codes for food service establishments.

TECHNOLOGY EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

Grades 9-12
• Identify concepts and skills related to safety and safe working conditions. (TE) (T&I)
• Demonstrate safe operations and use of selected tools and equipment to avoid injury. (TE) (T&I)
• Maintain safe conditions in the laboratory. (TE) (T&I)
• Select a commercially made product and prepare a maintenance program for it. (TE) (T&I)
• Investigate appropriate state and federal safety laws. (TE) (T&I)
• Prepare safety posters for the use of power tolls and equipment. (TE) (T&I)
• Demonstrate proper safety procedures. (TE) (T&I)

HEALTH
SAFETY

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Distinguish between positive and negative attitudes toward life			
• Distinguish among different kinds of love			
• Explain strategies for dealing with anger			
• Identify common warning signs of suicide			
• Demonstrate healthy attitudes toward one's own sexuality			
• Identify and understand signs of abusive behavior			
• Describe reasons for using, not using, and quitting alcohol and tobacco products			

	Resources	
	Instructional	Community
PRACTICES AND RULES OF SAFETY		
School Safety Rules		
ACTIVITY: Using materials safety data sheets (MSDS) transparencies of Benedict's Solution and sodium hydroxide, instruct students how to read and to interpret MSDS sheets. Have students complete student study guide sheets by working individually, in pairs, or in groups on sulfuric acid.		10
Assessment: Distribute an MSDS sheet on cupric sulfate and have students individually list the following information: a. formula, b. appearance, c. reactivity, d. health hazards, e. fire hazards, f. special precautions.		
(Essential Elements/Activities/Assessments: TE-75.50.5, 75.50.7B, 75.85.6, 75.85.6C)		
Home Safety Rules		
(Essential Elements/Activities/Assessments: HE-6.7B, CHE pp. 143-146; b.8B, CHE pp. 177-180; i.3D, FSN pp. 39-45; j. IE, AFSN pp. 10-13)		11
PEOPLE HELP EACH OTHER TO BE SAFE		
School Personnel		
ACTIVITY: In the annual staff development workshop on the Texas Hazard Communication Act, teachers will work in groups to interpret and use MSDS to read and interpret NFPA chemical labels and to state general safety procedures.		10
Assessment: Teachers will state the major features of the Texas Hazard Communications Act and provide evidence that the individual components are being implemented in their individual classrooms and laboratories.		
(Essential Elements/Activities/Assessments: TE-75.50.7A, TE-75.85.6)		
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Respecting and Supporting Laws of Society		
(Local Objectives: SS-A.V.S. 1D, 2A-2L)		
ACTIVITY: As a class, prepare a list of community resource people whom students might interview regarding state and city government. Help students develop questions that will help them learn respect for law.		13
Assessment: Divide the class into groups of four. Tell members of each group to evaluate (validate or invalidate) each of the questions about respect for the law and tell why they selected the person they did.		
Support State and National Laws		
(Essential Elements/Activities/Assessments: HE-e.4B, PCD pp. 85-86; TE-75.86.6C)		13

BEHAVIOR AND CONSEQUENCES

	Resources	
	Instructional	Community
Accepting Consequences of Decisions		
(Local Objectives: Psychology B.6, B.7, Sociology B.3)		
ACTIVITY: This activity is an opportunity for group members to learn more about their own thoughts and feelings and to practice understanding the thoughts and feelings of others. Hint: The teacher can "prime the group" by preparing one or more members beforehand to be prepared to be the first volunteer to tell about their thoughts/feelings. Group members need to be trained both to analyze their feelings and to listen to others.	Argus-A division of DLM Communications-Lifetime (1975)	4 7 16
PROCEDURE: Seat students in a circle so that each person can see everyone else. Remind students of the basic rules. 1. No put downs, name callings, etc. 2. Each person has equal opportunity to talk if they wish 3. No interruptions and no one forced to talk		
Keep session short (10-20 min. per topic) and keep the discussion flowing. Do not let one or two students dominate. At the end of the sessions ask the following type of closure questions. 1. What did you learn from this session? 2. What did you notice during this session that was of special interest to you or that surprised you? 3. What did you learn about yourself or someone else you didn't know before? 4. How did you feel about sharing such thoughts/feelings? 5. In what way did this experience make you feel good? bad?		
TOPICS 1. Something New or Good in My Life 2. One of the Nicest Things That Ever Happened to Me 3. Something I Enjoy Doing That I Do Well 4. Something I Think Is Beautiful 5. A Time I Trusted My Feelings/Instincts 6. A Time I Felt Sad 7. A Time I Was Very Angry 8. A Time I Was Embarrassed 9. Something I Like and Don't Like or About Which I Feel Good and Bad 10. A Time I Helped Someone or Did Something Nice for Someone 11. Remembering a Special Time and What Made It Special (Who Was There? What Were the Surroundings? What Happened?)		
Assessment: Have students answer the following question: How do feelings of anger affect dealing with other people?		
Recognizing Signs of Abusive Behavior		
(Local Objective: H-B.10)		
ACTIVITY: Discuss the physical, verbal, emotional, and sexual forms of abusive behavior which a child may experience, as well as the variety of physical and behavioral symptoms that abused children may exhibit.	Houghton Mifflin *Human Sexuality*, pp. 141-142	7 4 19 22

	Resources	
	Instructional	Community
Assessment: Have students draw three columns on a sheet of paper. Have them label the three columns "Behavioral," "Emotional," and "Physical." Students are to describe four signs of abuse in each of the three columns.	Houghton Mifflin *Health*, p. 296	
Accepting Consequences of Behavior		
(Essential Elements/Activities/Assessments: HE-e.ID, ACD pp. 10-14; b. ID, CHE pp. 7-10; c.3B, ACD pp. 93-96; d.8B, PCD pp. 5-6)		4 6 7
DEVELOPING A POSITIVE SELF-CONCEPT		
Demonstrating Respect for Self and Others		
(Local Objectives: Sociology B.2, B.3; Psychology B.6)		16 18 21
ACTIVITY: The teacher gives each student three activity sheets (see Handouts #1, 2, 3) allowing ten minutes for completion. When all of the students have finished, the teacher will prompt the students share their answers. For example: "Jim, can you share with the group some of the words you choose for What Are you like. Sue, what were some important items you identified on "What's Important to You? What items were not important to you? If possible, all students should be encouraged to share their answers.		
Assessment: Have the students write the answers to these questions: 1. List five things that you feel would best describe you as a person. 2. List the items that you had difficulty answering. Why?		
ACTIVITY: 1. Distribute one lemon to each student. Direct each student to examine his/her lemon carefully by rolling it, squeezing it, fondling it, inspecting it, etc. Ask them "to get to know their lemon" and select a name for it. Encourage them to identify in their minds the strengths and weaknesses of their lemon. 2. Collect all the lemons and visibly mix them up in front of the group. 3. Spread out all the lemons on a table and ask all students to come forward and select their original lemon. If conflicts develop over their choices, assist the parties in reconciling their differences, or simply note the failure to agree and use that as a basis for later discussion.		
Discussion Questions: 1. How many are very sure they reclaimed their original lemon? How do you know? 2. What parallels are there between differentiating many lemons and differentiating many people? What differences are there? 3. Why can't we get to know people just as rapidly as we did the lemons? What role does the skin play (for lemons and for people)?		

	Resources	
	Instructional	Community
Assessment: Have students write answers to the following questions: 1. What principles of human behavior does this bring to light? 2. Why is self-examination usually more difficult than evaluation of others?		
Developing Healthy Attitudes Toward One's Own Sexuality		
(Local Objective H-B.9)		
ACTIVITY: Guide students in a discussion on developing self-esteem and taking control of their own lives when dealing with human sexuality. Have students write a list of behaviors that relate to the development of a sexual being, such as dating and selecting appropriate wearing attire. Discuss with students some of these behaviors and whether the behaviors contribute to the development of healthy and positive attitudes.	Houghton Mifflin *Health*, Chs. 5 and 15	6 7 9 12
Assessment: Have students write a sexual profile of themselves, including the following information: traits which may be considered as unique to themselves, influences that have helped them to develop a positive sexual self-concept, and steps which they can take to continue developing healthy attitudes toward their own sexuality. Ask for volunteers to share their profiles with the class.		
Developing Self-Awareness and Skills for Self-Direction		
(Essential Elements/Activities/Assessments: HE-d.2 G, PCD pp. 64-65; b.1A, CHE pp. 1-4; b-1 B, CHE pp. 4-7; d.2B, PCD pp. 38-44)		16 20
EMOTIONS AND THEIR EFFECTS		
Dealing with Peer Pressure		
(Local Objectives: Psychology B.6)		
ACTIVITY: Most of us have been brought up to believe that it is not "right" to say nice things about one's self or others. This activity attempts to change that attitude by having teams of two students share some personal qualities with one another. In this exercise, each person provides his or her partner with the response to one, two, or all three of the following suggested dimensions. 1. Two *physical attributes* I like in myself 2. Two *personality qualities* I like in myself 3. One *talent* or *skill* I like in myself Explain that each comment must be a positive one. No negative comments are allowed! (Since most students will not have experienced such a positive encounter, it may take some gentle nudging on your part to get them started.)		4 16 20 21
Discussion Questions: 1. On hearing the assignment, how many of you smiled slightly, looked at your partner, and said, "You go first"? 2. Did you find this to be a difficult assignment to start? 3. How do you feel about it now?		

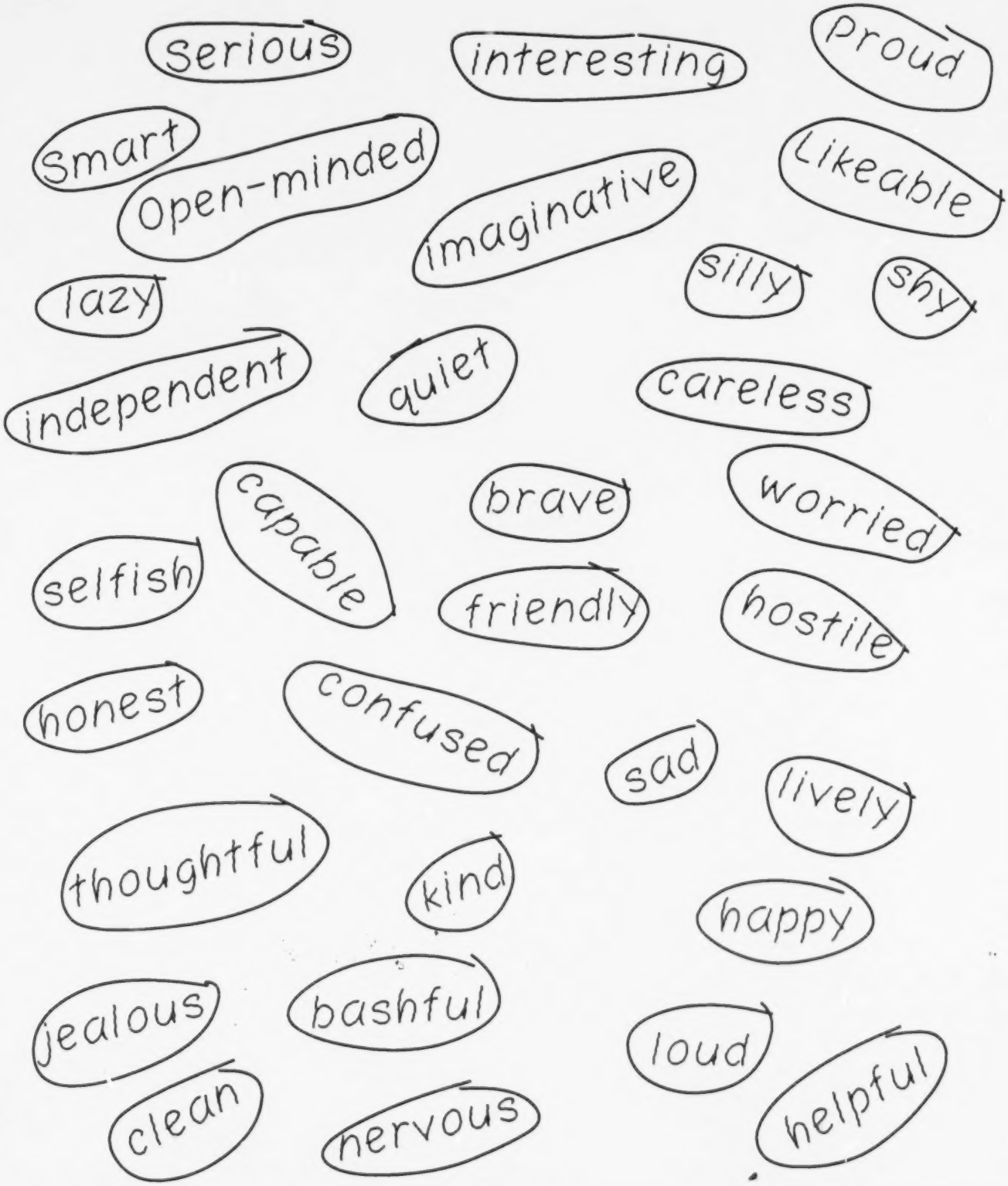
	Resources	
	Instructional	Community
Assessment: Have students answers to the following questions: 1. What other positive attributes or qualities could be included in this activity? 2. Why is it difficult for us to say positive things about ourselves?		
ACTIVITY: Pass out four 3 x 8 strips of paper to each student. Write four stems on the board or call out one at a time. Give class a very limited amount of time to answer the four questions (2-3 minutes, 30-45 seconds per question). 1. I feel angry when others ..... 2. I think my anger is ..... 3. When others express anger towards me, I ..... 4. I think that the anger of others ..... After all students have answered the questions, have them tape answers to their chest, their backs, their desk, or the wall. Process this experience in small groups of 8-10 per group. Appoint group moderators to be sure all have an opportunity for "air time." During the group process, encourage students to recognize that people express anger in different ways, experience the anger of others differently, and have different feelings and ideas about anger (or any other emotion).	Argus-A Division of DLM Communications Lifeline (1975)	
Assessment: Have students answer the following question: How do people express anger in different ways?		
Distinguishing Between Positive and Negative Attitudes Toward Life		
(Local Objective: H-B.3)		
ACTIVITY: Divide the class into two groups. Have one group develop a list of examples that indicate a positive attitude toward life. Have the other group develop a list of examples that indicate a negative attitude toward life.	Houghton Mifflin *Health*, pp. 74-75	6 9 12 14 17
Assessment: Have each group present a report to the class. Have students add items to both lists and discuss those items where there are differences of opinions.		
Distinguishing Among Different Kinds of Love		
(Local Objective: H -B.5)		
ACTIVITY: Discuss with students the concept that love can be communicated in many different ways. Just as love is expressed in many ways, there are also several types of love. Discuss love for a friend, family love, love in marriage, love of country, and love for humanity. Emphasize how these types of love differ from each other.	Houghton Mifflin *Health*, pp. 80-81	12 14 17
Assessment: Have students write a one-page report on "The Loves of My Life." Three types of love must be included in the report, as well as an explanation as to how each love is different from the others. Students may volunteer to share their reports with the class or in small groups.		
Fostering Emotional and Social Development		
(Essential Elements/Activities/Assessments: HE-b.1B, CHE pp. 4-7; e.3b, ACD pp. 61; d.2B, PCD pp. 38-44)		16 19

WHAT ARE YOU LIKE?

(Handout #1)

Begin at START and draw a line that connects all of the words which you think describe you.

START



WHAT IS IMPORTANT TO YOU?

Handout #2

	Very Important			Somewhat Important	Not Important
1. religion	1	2	3	4	5
2. family	1	2	3	4	5
3. friends	1	2	3	4	5
4. car	1	2	3	4	5
5. money	1	2	3	4	5
6. clothes	1	2	3	4	5
7. boyfriend or girlfriend	1	2	3	4	5
8. grades	1	2	3	4	5
9. what your peers think think about you	1	2	3	4	5
10. teacher's opinion of you	1	2	3	4	5
11. your appearance	1	2	3	4	5
12. popularity	1	2	3	4	5
13. T. V.	1	2	3	4	5
14. telephone	1	2	3	4	5
15. sports	1	2	3	4	5
16. pets	1	2	3	4	5
17. hobby	1	2	3	4	5
18. intellect	1	2	3	4	5
19. health	1	2	3	4	5
20. weekends	1	2	3	4	5
21. music	1	2	3	4	5
22. school	1	2	3	4	5
23. food	1	2	3	4	5

NAME_____

Handout # 3

SELF-ESTEEM INVENTORY

	Like Me	Unlike Me
1. I spend a lot of time daydreaming.		
2. I'm pretty sure of myself.		
3. I often wish I were someone else.		
4. I'm easy to like.		
5. My parents and I have a lot of fun together.		
6. I never worry about anything.		
7. I find it very hard to talk in front of the class.		
8. I wish I were younger.		
9. There are lots of things about myself I'd change if I could		
10. I can make up my mind without too much trouble.		
11. I'm a lot of fun to be with.		
12. I get upset easily at home.		
13. I always do the right thing.		
14. I'm proud of my school work.		
15. Someone always has to tell me what to do.		
16. It takes me a long time to get used to anything new.		
17. I'm often sorry for the things I do.		
18. I'm popular with kids my own age.		
19. My parents usually consider my feelings.		
20. I'm never unhappy.		
21. I'm doing the best work that I can.		
22. I give in very easily.		
23. I can usually take care of myself.		
24. I'm pretty happy.		
25. I would rather play with children younger than I am.		
26. My parents expect too much of me.		
27. I like everyone I know.		
28. I like to be called on in class.		
29. I understand myself.		

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital**
   Target Area: 9-12
   Program: Presentations
   Contact: Social Services Department
   Phone Number: 926-2544
   Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association**
   Target Area: 9
   Program: Putting Your Heart into the Curriculum
   Contact: Pam Hodges or Patricia Evans
   Phone Number: 732-1623
   Description: Education to decrease heart disease.

3. **Agency: American Red Cross**
   Target Area: 9-12
   Program: Health Education and Safety
   Contact: Grace Palmer
   Phone Number: 732-4491
   Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.**
   Target Area: 9-12
   Program: Counseling/Presentations
   Contact: Sarah Brooke
   Phone Number: 336-8311, ext. 420
   Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.**
   Target Area: 9-12
   Program: Spruce Emergency Youth Shelter
   Teen Talk--Confidential Counseling 336-TALK
   Contact: Counselor on duty
   Phone Number: 877-4663
   Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services**
   Target Area: 9-12
   Program: Presentations/Counseling
   Contact: Theresa Rembert
   Phone Number: 926-1231
   Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Charter Hospital**
   Target Area: 9-12
   Program: Substance Abuse, Self Esteem
   Contact: Joe Milligan or Kimber Scott
   Phone Number: 292-6844
   Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

8. **Agency: Department of Human Services** Program: Presentations
Target Area: 9-12 Contact: Any worker who answers the phone

Phone Number: 335-4921 (24 hours)

Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

9. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.** Program: Counseling
Contact: Leslie R. "Dick" Brockman
Target Area: 9-12

Phone Number: 921-6858/654-FACT (metro)

Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

10. **Agency: Fire Department, Fort Worth** Program: Fight Fire With Care
Learn Not to Burn
Target Area: 9-10 Contact: George Strahand or Cameron Brown

Phone Number: 870-6861

Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

11. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: 9 Contact: Captain Roy Knight

Phone Number: 870-6865

Description: Programs and materials on fire safety and prevention of fires in the home.

12. **Agency: Fort Worth Girls Club** Program: Presentations on Sexual Abuse and Dealing with Stress
Target Area: 9-12 Contact: Sally De Foor

Phone Number: 926-0226

Description: Preventing Teen Pregnancy on how to talk to parents about sexuality.

13. **Agency: Fort Worth Police Department** Program: Presentation
Target Area: 9 Contact: Officer K. P. Middleton

Phone Number: 870-7153

Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

14. **Agency: Harris College of Nursing** Program: Presentation
Target Area: 9-12 Contact: Ann Kirkham, Assistant Professor

Phone Number: 236-7048

Description: Sexual abuse, rape, and how to deal with emotional and psychological abuse.

15. **Agency: March of Dimes**
Target Area: 9-12
Program: Presentations on Safety
Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

16. **Agency: Mental Health Association of**
Target Area: 9-12
Program: Effective Learning Materials Felt Board Stories on Identifying Feelings
Contact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteen and stress management.

17. **Agency: Parenting Guidance Center**
Target Area: 9
Program: Effective Parenting
Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

18. **Agency: Parenting Guidance Center**
Target Area: 9
Program: Parenting Education Program for Schools (PEPS)
Contact: Pam Chevreaux
Phone Number: 332-6348
Description: Five-day presentation by trained volunteers, covering topics relating to parenting skills and responsible decision making.

19. **Agency: Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: 9-12
Program: Counseling and Emotional Support for Rape Victims
Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

20. **Agency: Tarrant Council on Alcoholism and Drug Abuse**
Target Area: 9-12
Program: Presentation
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

21. **Agency: Texas Christian University** Program: Presentation
Target Area: 9-12 Contact: Barbara Brown Herman, Director, Alcohol and Drug Education

Phone Number: 921-7100

Descripton: Self-esteem, coping with addictive parents, drug education, nutrition and eating disorders, communication skills and decision making.

22. **Agency: Texas Christian University** Program: Presentation
Target Area: 9-12 Contact: Dr. Harris Klinefelter, Counseling Center

Phone Number: 921-7863

Description: Eating Disorders and Sexual Abuse.

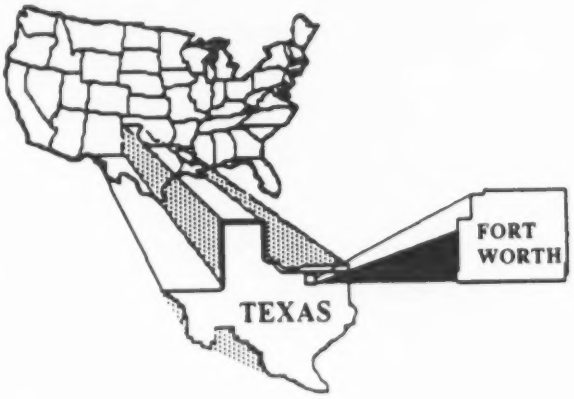
23. **Agency: The Treatment Place (Parents United)** Program: Individual Therapy for the Abused and Abuser
Target Area: 9-12 Contact: Rita Foust

Phone Number: 877-3440 (24 hours)

Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

UNITED STATES GOVERNMENT

United States Government I
AP American Government and Politics I



FORT WORTH

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FORT WORTH, TEXAS
1989

RESOURCES, STRATEGIES, AND PLANNING

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ACKNOWLEDGMENT

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Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/ answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make-up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biernat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

V

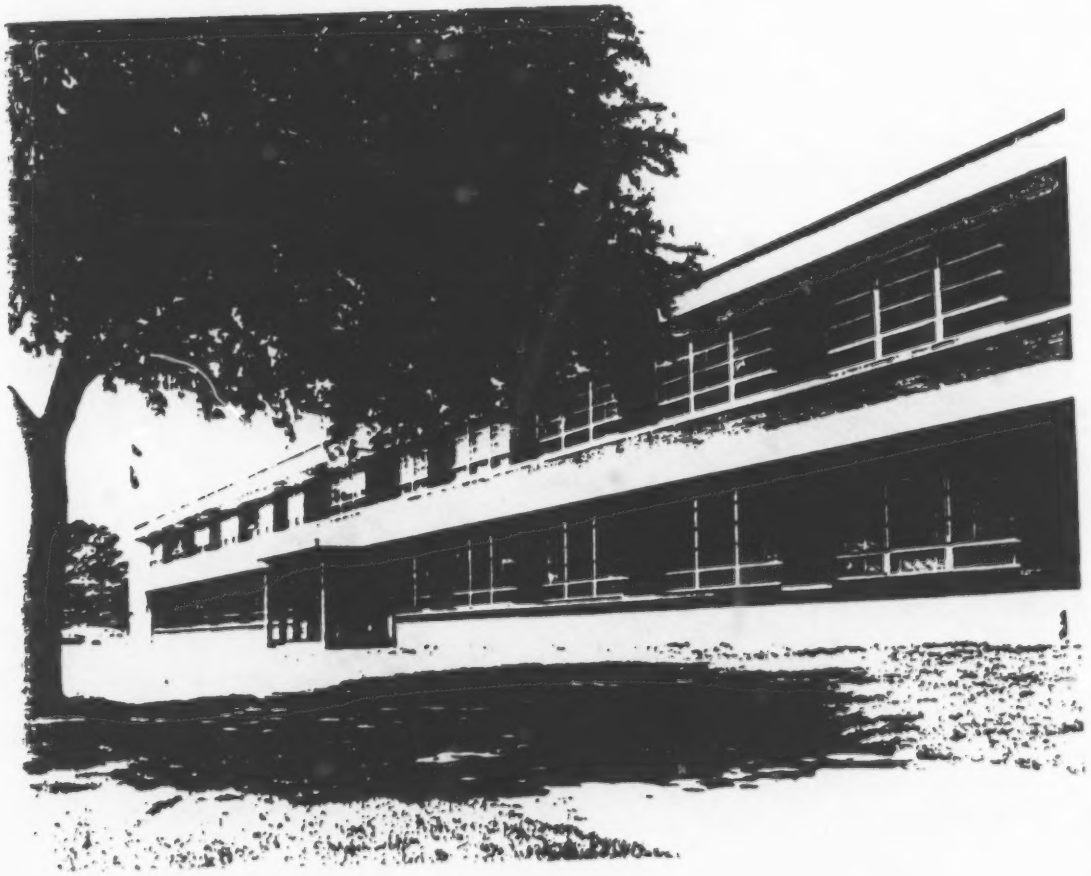
Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for book-keeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

Fort Worth Independent School District

Resources



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

School Resources

SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

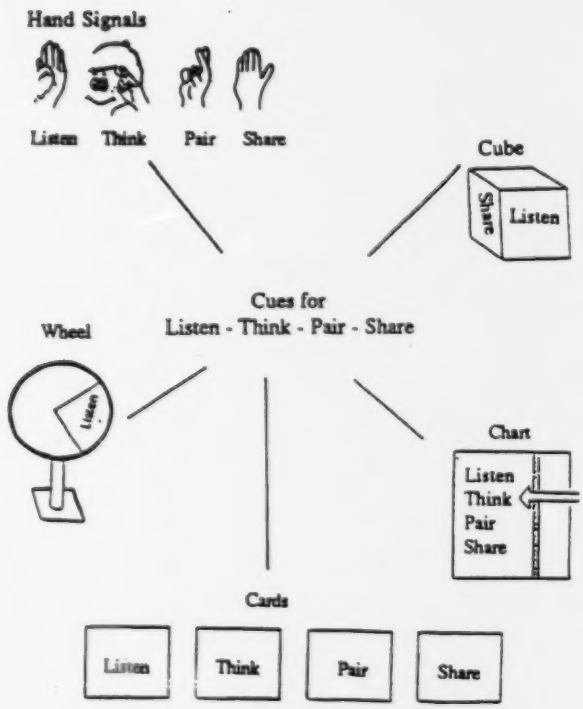


Fig. 1. Cues for Think-Pair-Share

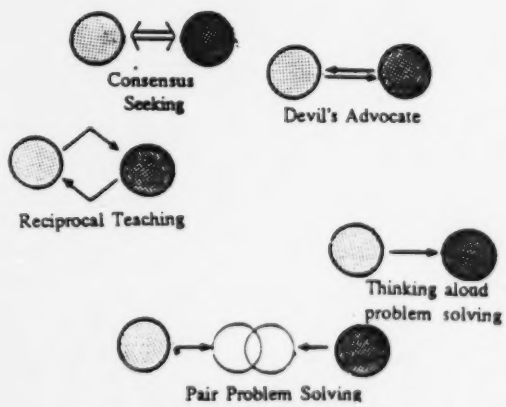


Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference Bookmark

While you read--
Tell
yourself what the author says.
Ask
yourself if what you are reading makes sense.
Picture
what the author describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

After you read--
Retell
what you read in your own words.
Summarize
the most important ideas.
Ask
yourself questions and answer them.
Picture
in your mind what the author described.
Decide
what was especially interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.

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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies .*

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how_____?
Describe _____

Comprehension—Organization and selection of facts and ideas
Tell_____in your own words.
What is the main idea of _____?

Application—Use of facts, rules, principles
Now is _____an example of _____?
Now is _____related to _____?
Why is _____significant?

Analysis—Separation of a whole into component parts
What are the parts or features of _____?
Classify _____according to _____.
Outline/diagram/web_____.
How does ___ compare/contrast with _____?
What evidence can you list for _____?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined _____
with _____?
What solutions would you suggest for _____?

Evaluation—Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____.
How would you decide about _____?
What criteria would you use to assess _____?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

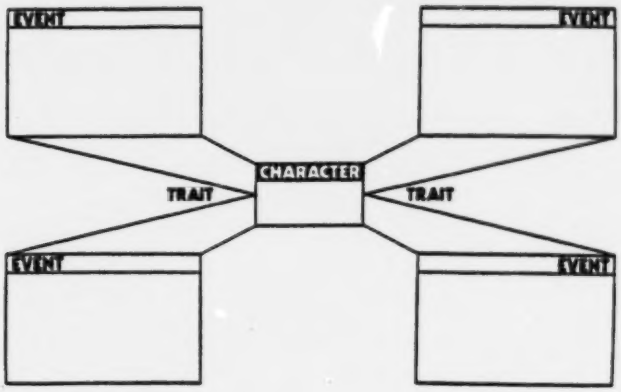
Cueing Bookmark

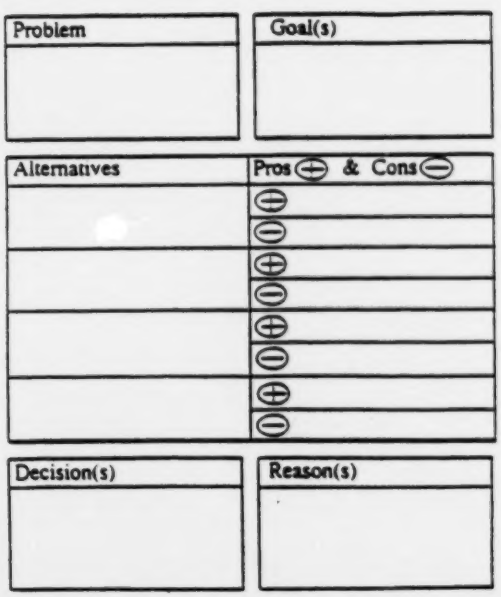
Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

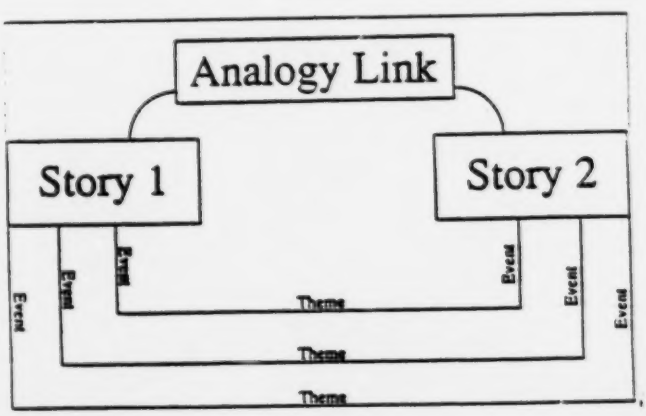
"Strategy 4"

Cognitive Mapping

Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition .







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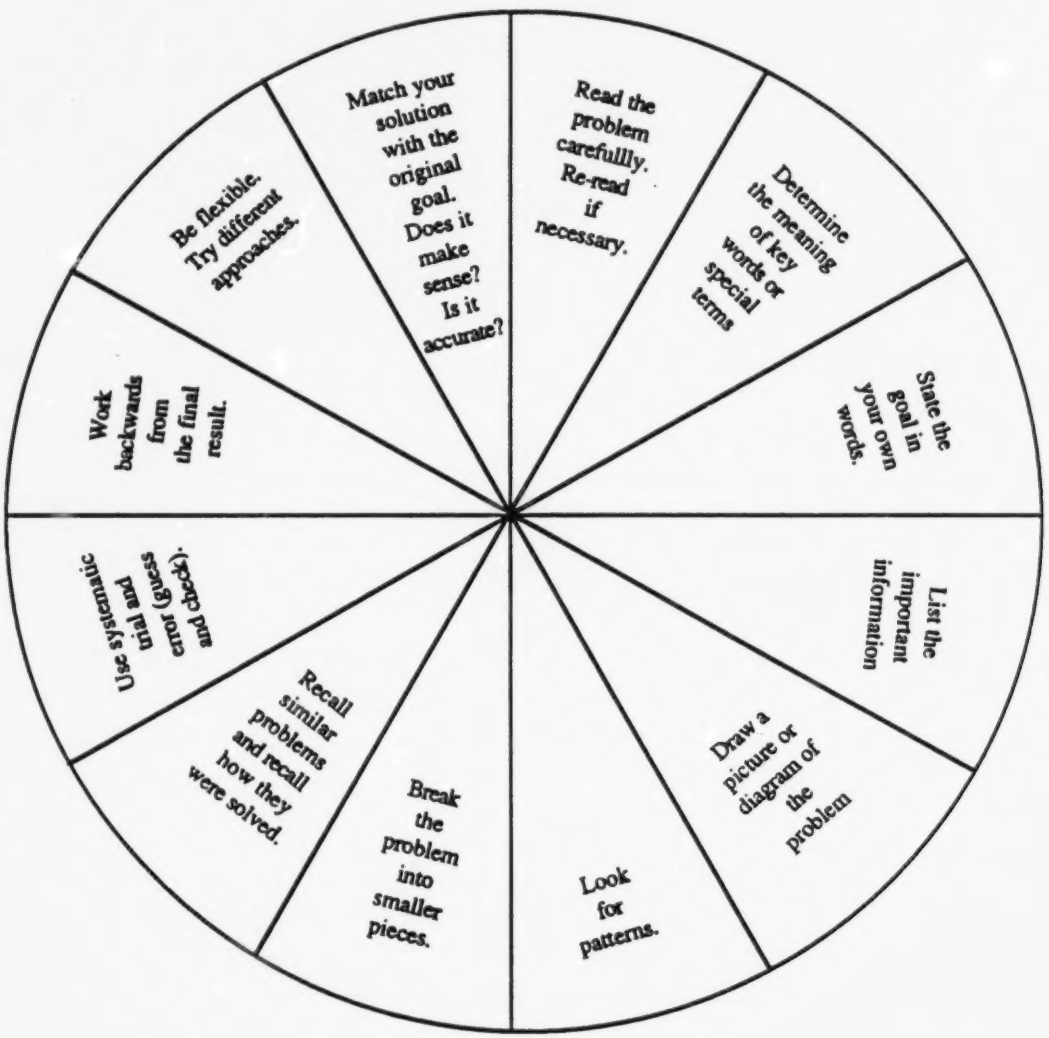
"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel*. Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.


Read the problem carefullly. Re-read if necessary.
Determine the meaning of key words or special terms
State the goal in your own words.
List the important information
Draw a picture or diagram of the problem
Look for patterns.
Break the problem into smaller pieces.
Recall similar problems and recall how they were solved.
Use systematic trial and error (guess and check).
Work backwards from the final result.
Be flexible. Try different approaches.
Match your solution with the original goal. Does it make sense? Is it accurate?

Transparency

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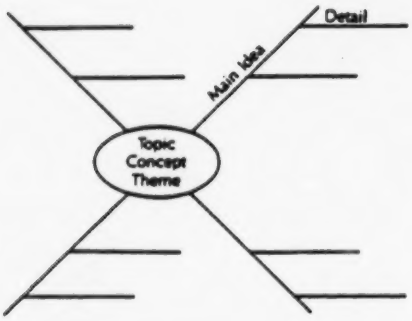
GRAPHIC ORGANIZERS

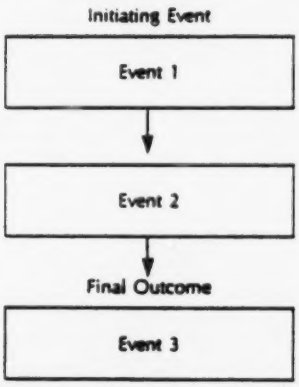
Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



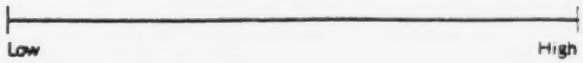
Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum/Scale



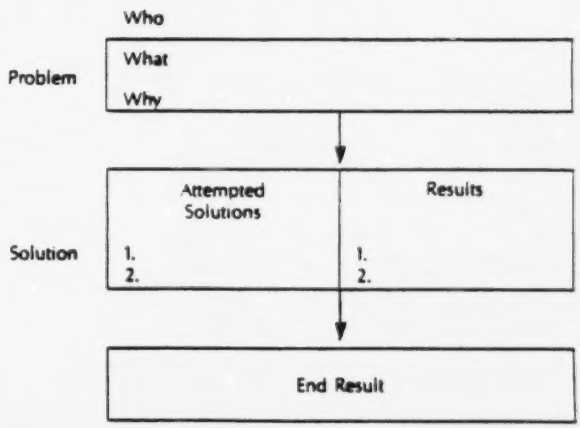
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

Problem/Solution Outline

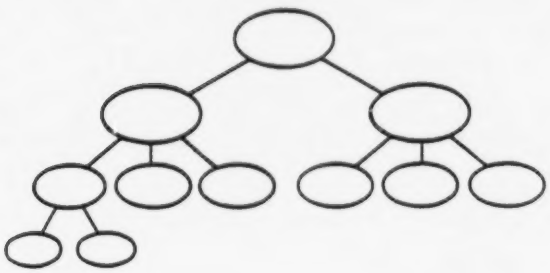


Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

a

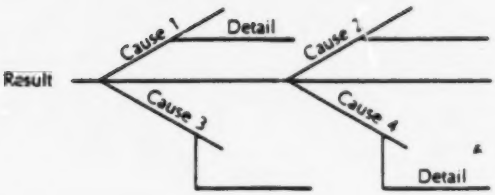
Graphic Organizers (Cont'd)

Network Tree



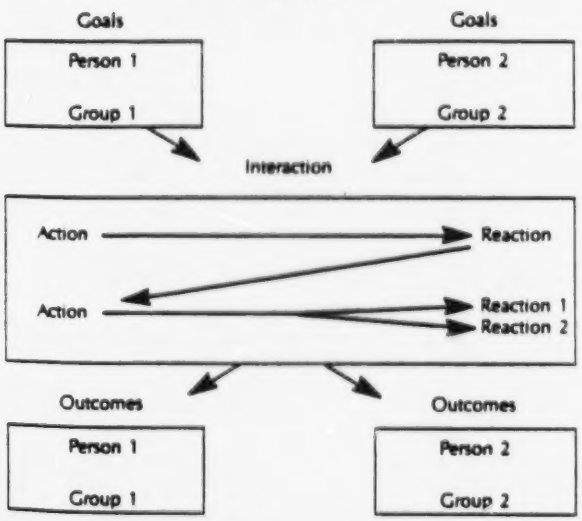
Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Fishbone Map



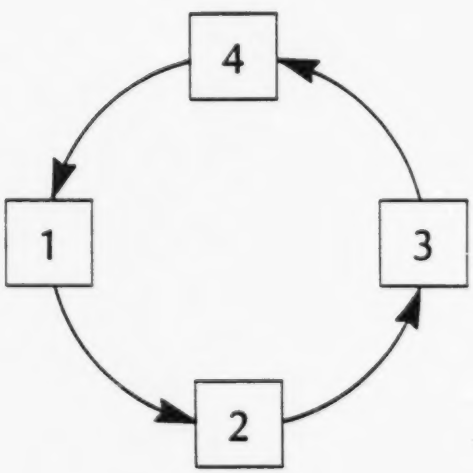
Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Human Interaction Outline



Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

b

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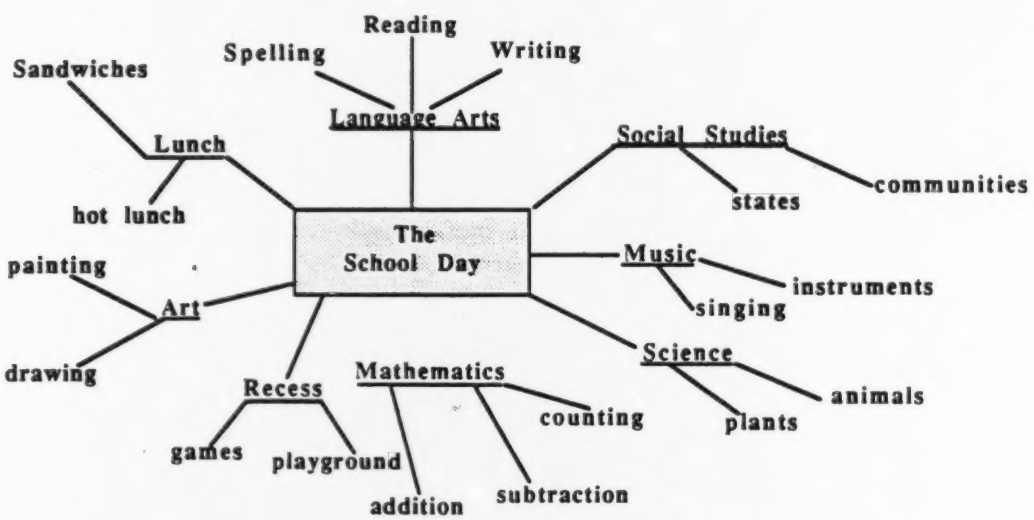
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**



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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

T/ SK ANALYSIS is a system for breaking down a task into fundamental skills and ... The first step is to define the final performance goal and then to list the ... necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. **PRODUCE MANY RESPONSES**
2. **ACCEPT ALL RESPONSES**
3. **WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN**
4. **PROVIDE AN ACCEPTING ATMOSPHERE**
5. **HITCHHIKE ON EACH OTHER'S IDEAS**
6. **AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY**

GENERALIZATION

A GENERALIZATION is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An **ANALOGY** is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

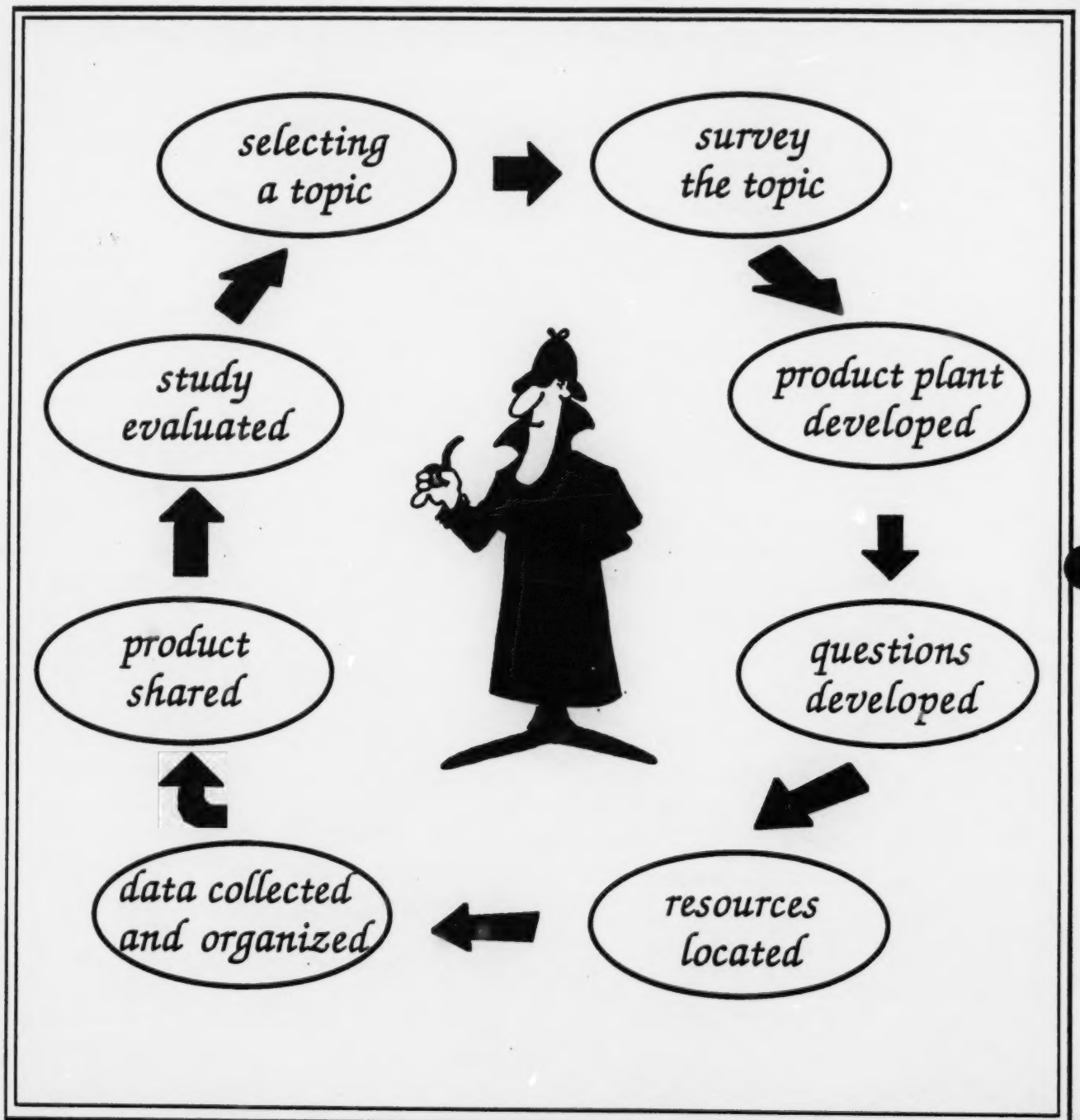
DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**
2. **Collect observations on the chalkboard.**
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**
4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**
5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**
6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL



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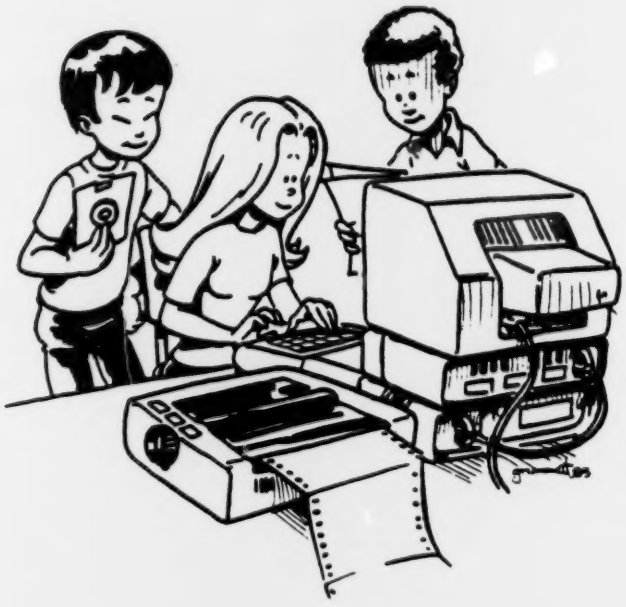
COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students practice skills necessary for effective group work. The basic principles of cooperative learning are:

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**



QUICK COOPERATIVE STARTERS

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B; while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubee, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE

by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.

2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.

3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.

4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS

by Stephen Krulik and Jesse Rudnick

1. **Read**

   1a. Note key words.
   1b. Get to know the problem setting.
   1c. What is being asked for.
   1d. Restate the problem in your own words.

2. **Explore**

   2a. Draw a diagram, or construct a model.
   2b. Make a chart. Record the data.
   2c. Look for patterns.

3. **Select a Strategy**

   3a. Experiment
   3b. Look for a simpler problem.
   3c. Conjecture/guess.
   3d. Form a tentative hypothesis.
   3e. Assume a solution.

4. **Solve**

   4a. Carry through your strategy.

5. **Review and Extend**

   5a. Verify your answer.
   5b. Look for interesting variations on the original problem.

Instructional Planning Models

The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.

—Leonard H. Clark

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.
2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.
3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

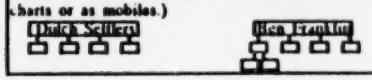
Using the map, label the Middle Colonies, their major cities, and bodies of water.

Assessment Type # 2

Writing Assignment: Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples.

Assessment Type #3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)



Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

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INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following:

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies)

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity # 3

As the teacher delivers a mini-lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

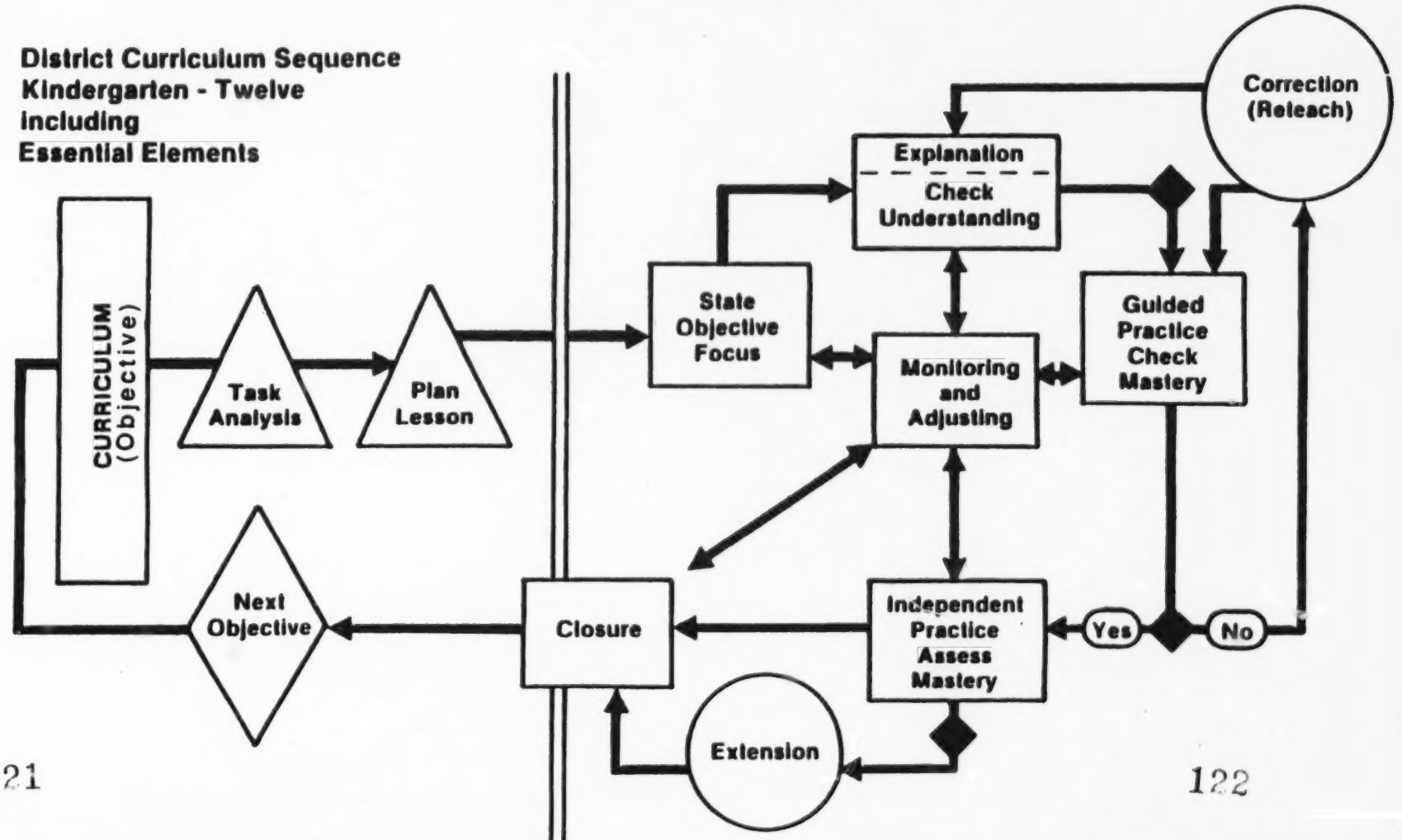
Colonies	Geog.	Govt.	Sig. Groups	Sig. Persons
PA				
NY				
NJ				
DEL				

Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

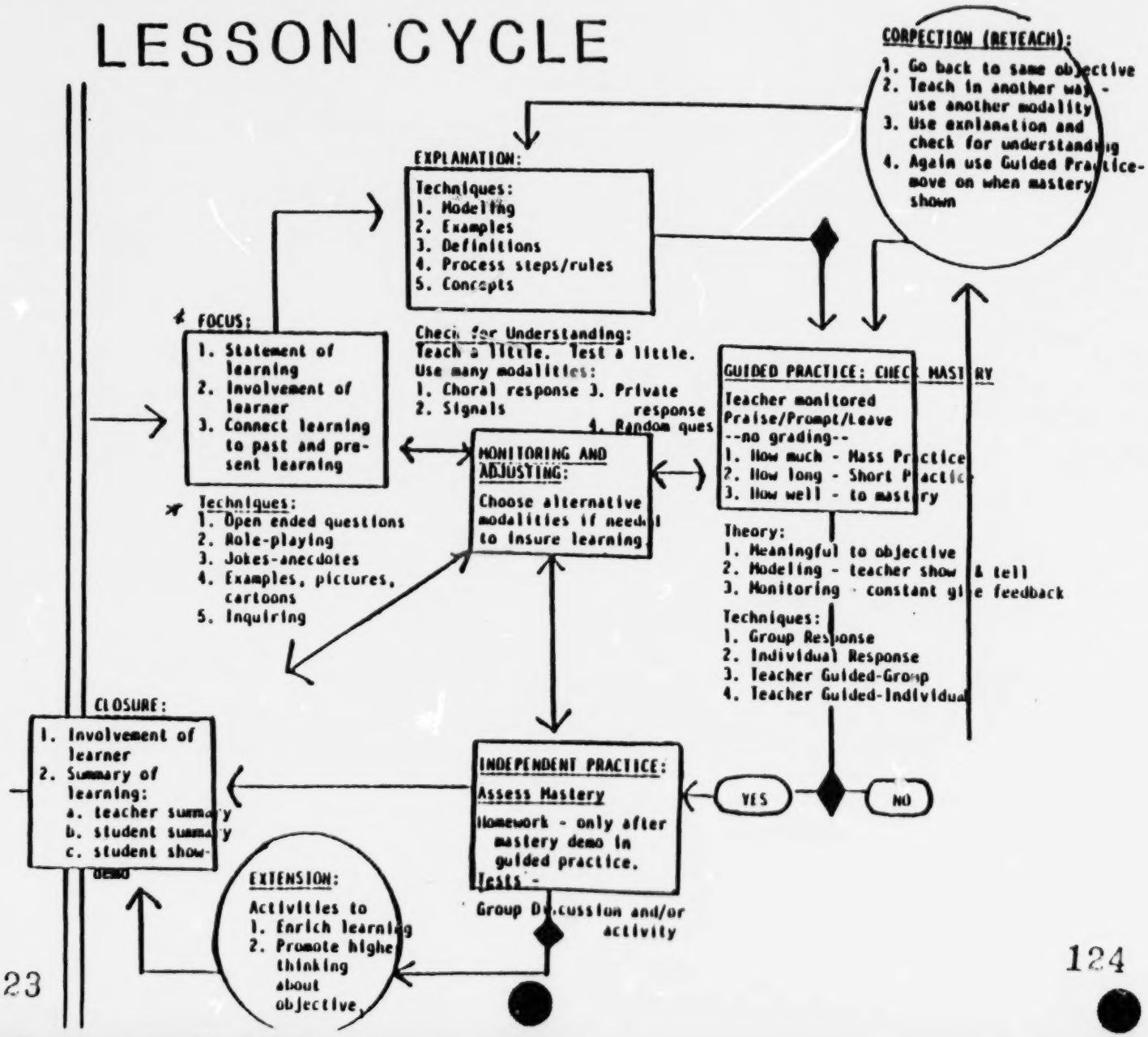
MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE



MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 5, 1991.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

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Dewey W. Mays, Jr., Director

Inas R. Carroll, Editoral Assistant

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Jill Rambo, Production Clerk

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